

ED 324 159

RC 017 754

AUTHOR Miller-Heyl, Janet Lynne; Shores, Wanda, Ed.
 TITLE Dare To Be You Program. Leaders' Manual. 2nd Edition.
 INSTITUTION Colorado State Univ., Ft. Collins. Cooperative Extension Service.
 SPONS AGENCY Colorado State Dept. of Health, Denver.
 PUB DATE Jun 85
 NOTE 493p.; Poster-size game board has been reproduced as four separate pages.
 AVAILABLE FROM Colorado State University Cooperative Extension Service, 236 Aylesworth, NW, Fort Collins, CO 80523 (\$46.00 each, discounts on larger quantities).
 PUB TYPE Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052)
 EDRS PRICE MF02 Plus Postage. PC Not Available from EDRS.
 DESCRIPTORS *Adolescent Development; Communication Skills; *Counselor Training; Decision Making Skills; Dropout Prevention; Elementary Secondary Education; Interpersonal Competence; *Leadership Training; Rural Areas; Self Control; Self Esteem; *Sensitivity Training; *Workshops; Youth Problems

ABSTRACT

This manual contains a complete set of program formats, activities, and references covered by the Dare to be You Training Program. The program, piloted in a rural Colorado County, is designed for use by parents, youth, teachers, church, and service organizations to help them deal with adolescents' problems and to assist youth in developing skills to help them through their teen years. A central concept of the workshops is to use the reinforcing process to increase children's resistance to adolescent problems and problem behaviors. The manual, organized into five sections, includes exercises designed to increase participants' self-esteem, communication skills, decision-making skills, leadership, acceptance of responsibility, and internal control. Section A of the manual outlines a series of workshops and activities for parents and other adult caregivers. Section B describes a similar series of workshops directed toward adolescents. Section C describes a variety of program and activities designed for a wide range of youth, including a dropout prevention program. Sections A through C each contain objectives, overview, workshop materials, recommended agenda, and time frame for completion, and each program and workshop also includes a brief, optional pre- and post-survey. Section D contains master copies of all handouts needed in the program. Finally, section E, on "Applications and Resources," provides: (1) supplementary materials covering ethnic (specifically, Hispanic) related issues to be used side by side with the corresponding workshops in sections A and B respectively; and (2) directories of films, slides and other educational materials produced by the project, a request form, guides to preparing press and publicity releases, a list of relevant organizations, and a bibliography of 122 references. (TES)

LEADERS' MANUAL

DARE to be You Program

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This manual contains a complete set of program formats, activities, and
references covered by the DARE to be You Training Program.

2nd Edition, June 1985

by

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SPECIAL ACKNOWLEDGEMENTS:

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Partial funding for continuation of the project comes from the Colorado
Department of Health, Maternal-Child Health Block Grant.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and
June 30, 1914, in cooperation with the U.S. Department of Agriculture,
Kenneth R. Bolen, Director of Cooperative Extension, Colorado State
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introduction

- * How can we reduce the number of adolescent problems (e.g., increased use of alcohol, tobacco, drugs, unwanted teenage pregnancy, school dropouts)?
- * How can we help kids avoid being controlled by peers?
- * How can we assist youth in developing skills that will help them through their teen years?

If you and your community need to address these questions, the DARE to be You program will be a useful tool for you.

- * The program is designed for use by parents, youth, teachers, church and service organizations, and other agencies.
- * It can be used alone or to reinforce or supplement existing programs.
- * Its format can easily be shared with and used by anyone working with youth.
- * It incorporates current strategies shown to be effective in reducing problem behaviors.
- * It is designed to be flexible to individual community needs and expertise and yet provide a framework for development of a community approach to reducing problem behaviors. Suggestions for cultural modifications are included in the APPLICATIONS Section, beginning on page E-1.

DARE focuses on factors that have proven to positively affect teenage behaviors:

- skills to resist or avoid peer pressure
- decision-making abilities
- communication skills
- increased self-esteem and self-responsibility
- development of strong family support systems
- role model awareness

To be the most effective, these skills and support systems need to develop before the ages of 13 and 14 when the greatest adolescent changes occur. Therefore the target group is 8-12 year old youth. However the strategies can and should be used with all ages. The program is designed to reach the target group both directly and indirectly through parents, teachers, other adult care givers, and teens.

Any portion of the program may be used with adult or youth groups. However, to have optimal impact on a community the following format is recommended: a series of workshops that reach adults and teens first, then have adults and teens carry out a series of activities with younger children over time.

DARE to be You can be implemented in any community by an individual or team of individuals who have received training in the DARE process.

DARE background

A series of workshops for parents and other adult caregivers are outlined in Section A, ADULT WORKSHOPS. As primary caregivers and role models for 8-12 year olds, these significant others must understand the basic factors that can help them reduce the risks of children. These can be scheduled before or in conjunction with workshops for children so parents will understand and support the program concepts. DARE provides a mechanism to share this information in settings where the adults normally meet but would not ordinarily receive such training.

Workshops explain the goals of the program, and the factors that can reduce susceptibility. Then, through a series of affective activities, the workshops cover the topics of:

- * the development of self-esteem. Strategies to use in the home or in youth organizations to help increase self-esteem in young people are provided.
- * communication skills and the importance of role models.
- * the importance of internal control.
- * decision-making skills.

All workshops emphasize the importance of family support systems and encourage participants to use activities and strategies in their home and with other people they contact. They are also designed to improve the personal skills of the participants.

A similar series for teens is outlined in Section B, TEEN WORKSHOPS.

Section C, YOUTH PROGRAMS AND ACTIVITIES, describes a variety of activities designed to use with a wide range of youth. It also outlines programs for youth designed to increase specific skills. Teens and adult leaders that have participated in DARE workshops are encouraged to participate in the youth programs.

A crucial concept is to use the reinforcing process. To increase children's resistance to adolescent problem behaviors, a continued exposure to basic skills in the factors addressed by the DARE program is important. "Significant others" are given strategies to use in the home and in the youth group to continually reinforce growth in these skills.

Interested community members receive training to provide the workshops described above. This manual is designed to support that training. An ideal community team would have representatives from diverse community groups and agencies: parents, teachers, health care providers, church and school groups, youth organizations, and agencies that deal with adolescent problems. Such diverse representation would insure availability to and input from a wide range of community members interested in the problems of youth.

The overall philosophy of the DARE to be You project is to make every child it touches a little less susceptible to potential problem

behaviors, by increasing the knowledge of significant others and by increasing the availability of skill-developing activities.

and it works

In the initial two years the program was piloted in Weld County, Colorado, the "demonstration site." The success of the program was well documented. Evaluation showed significant increases in self-responsibility, assertiveness, and decision-making skills in youth in the "experimental group" both over time and in comparison to the "control group" which did not have the program.

Baseline and followup surveys show that the DARE program also had an impact on alcohol and tobacco use. Comparing experimental and control groups before and after the 18 month project, 15% fewer young people in the experimental group began to use alcohol and tobacco. And this was achieved by reaching only a small percentage of significant others relevant to the experimental group.

It has been applied in a wide range of settings: church groups, scouts, 4-H, Campfire, school classrooms, diversion and delinquency programs, counselling and medical care settings, teen camps, youth employment and day care programs, and by many parents at home.

Many of the concepts are universal and have been successfully used in rural and urban populations, middle and low income, as well as white, indian, hispanic, and black families. Culturally specific adaptations for workshops can be found in the APPLICATIONS Section beginning on page E.1.

INSTRUCTIONS FOR USING MANUAL -- PLEASE READ making DARE work for you

General information for using the manual.

Each section contains objectives and overview, materials necessary for each workshop, a recommended agenda and time frame. The workshop activities and discussions are completely outlined by sections. Suggestions for cultural adaptations are found in the APPLICATIONS Section. The Ivory section at the back of the manual contains xerox masters for all handouts needed in the program. Pages E-203/205 give information for ordering supplementary audiovisual materials.

Each section includes a brief pre and post-survey to evaluate the program. This is optional.*

The sections are color-coded:

- IVORY - General information and xerox masters
- RUSSET - Self-esteem workshops and activities
- SALMON - Communication skills workshops and activities
- TAN - Self-responsibility workshops and activities and Adaptations
- BLUE - Decision-making workshops and activities
- BUFF - Group leader skills and activities

Section A contains Adult Workshops, B - Teen Workshops, C - Youth Activities and Programs, D - Xerox Masters, E - Applications and Resources.

Instructions are coded by type style:

- Regular type - General instructions
- Bold face - Suggested dialogue for group leader

Preparation suggestions for workshops:

1-2 months in advance:

* If you wish to use the pre and post-surveys that accompany the workshops the DARE Office may be able to analyze your data, depending on circumstances. Please contact the DARE Office at 303-491-6692.

- * Team of facilitators meets to allocate responsibilities.
- * Schedule program - date, place, time. This can be arranged through an existing organization during a regular meeting or scheduled for a special group.
- * Schedule any films or filmstrips to be borrowed from the DARE Office.

2 weeks - 1 month in advance:

- * Announce through meetings, mailers, posters, radio, newspapers, or newsletters.
- * Arrange for projector, screen, and extension cord.
- * Copy and collate materials. Make other materials or overheads.

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Parent-Adult Workshop I

INTRODUCTION AND

DEVELOPMENT OF SELF-ESTEEM

Objectives:

At the end of workshop I, parents and adult caregivers will:

- * understand factors that can reduce susceptibility of teens to adolescent problem behaviors.
- * understand the concept and goals of the DARE to be You Program.
- * have discussed formats for using DARE to be You with youth in families and organizations.
- * have reviewed factors related to the development of self-esteem.
- * have participated in several activities to personalize development of self-esteem.
- * have reviewed self-esteem activities to use with children at home or in youth organizations.

Overview:

An important adjunct to the success of any youth-directed program is the support of families.

This first workshop is designed to provide parents and other adults with background information on the DARE to be You Program, to obtain feedback from participants on community problems, and to increase knowledge of the development of self-esteem.

In addition, workshop attendees will be encouraged to contract to increase their personal self-concept and use two other strategies to improve the self-concept of a child or other acquaintance.

Materials:

- * Name tags (colored dots)
- * Pencils/Paper
- * M&M bags
- * IALAC signs and straight pins (xerox master, page D-8)
- * Contracts (xerox master, page D-11)
- * Self-esteem activities handouts (pages C-1,3,4,8)
- * Awards pads (xerox masters, page D-10) or order from DARE Office
- * Flipchart and markers or chalkboard and chalk

Optional:

- * Pre and Post-Surveys (xerox masters, pages D-1, D-12&13)
- * Overhead projector, screen, extension cord
- * Overheads (use xerox masters on pages D-2/11)

Overheads 1-4 are a composition and the four figures may be cut out or traced and copied or traced on 4 separate transparencies.

Agenda:

Allow 2 1/2 - 3 hours for program or use as two 1 1/2 hour workshops.

- | | |
|------------|---|
| 15 minutes | Introduction and Pre-Survey (Optional) |
| 15 minutes | Overview of DARE to be You Program |
| 5 minutes | Characteristics of a Self-Esteeming Person - Activity |
| 15 minutes | M&M Game |
| 5 minutes | IALAC Game |
| 15 minutes | Action Model for Self-Concept |
| 5 minutes | Awards Pads (Optional) |
| 15 minutes | Positive Memories from Preteen Years - Activity and Discussion |
| 15 minutes | Break/or End of First Session* |
| 10 minutes | Reality and Self-Concept |
| 15 minutes | Memories of the Teen Years - The Good and the Bad - Activity and Discussion |
| 10 minutes | A Self-Esteeming Person - Summary |
| 10 minutes | Contracts (Optional before or after Self-Esteem Activities) |
| 10 minutes | Post-Survey (Optional) and Wrapup |
| 35 minutes | Using DARE - Open Discussion and Self-Esteem Activities |

* If using as two sessions, add a brief introduction to the second session that summarizes previous activities.

introduction and pre-survey

(15 minutes)

Introduce yourselves.

Outline the workshop briefly using this pattern.

We will be discussing the purpose and plan of the DARE to be You Program and its potential impact on helping you and your children or the young people with whom you work.

We will also be reviewing the importance of your impact, as adults, on the development of self-esteem in young people.

We would like to start the program by having you fill out a brief questionnaire. This will help us to determine how well we are filling your needs.

It is not necessary to put your name on those surveys.

Hand out the pre-survey.

Allow about 5 minutes to complete the questions and then collect.

Key to Pre and Post-Surveys, SELF-ESTEEM:

1. Self-Esteem, Locus of Control (Responsibility), Communication and Decision-Making Skills, Role Models
2. c 3. e 4. c,d,e

overview of DARE program

(15 minutes)

Outline of the points to be covered in this section:

1. In your viewpoint, what are the major problem behaviors exhibited by adolescents today?

(Optional: use overhead #1 - the cloud with alcohol, tobacco, and drug use, page D-2.)

The point to make in this section is that alcohol, tobacco, drug use, and/or teenage pregnancy are very real problems and more and more younger people are becoming involved each year. You may quote a few current local statistics to support this if you wish. Keep the data to a minimum.

2. Ask the audience what they feel is the major influence on children that causes them to adopt these potentially harmful behaviors.

(Use overhead #2 - the cloud with lightning/peer pressure/role models, page D-2.)

The major specific influences on a young person to take part in any particular behavior (drinking, drug use, etc.) are their role models for and pressure to do that very specific behavior. Young people do what they see others doing and what their friends want them to do.

3. When we look at groups of children we see that some young people are more susceptible to peer pressure for potentially harmful behaviors and others are more resistant.

(Use overheads #3 and #4 - peer susceptible and resistant figures, page D-2.)

There are many factors that enter into this difference and these have been outlined by a large body of research.

Kids that are more susceptible to problem behaviors share many of the same characteristics:

- * They report feeling little or no support at home from their families. This includes feeling valued for achievement and not for themselves.
- * They have a negative view of the world, see little positive in their future.
- * They haven't established realistic goals for themselves.
- * They haven't developed a positive personal value system.
- * They lack self-esteem or good feelings about themselves for positive behaviors and seem to need a "crutch". This leads to

overdependence on peer groups. They may have a large self-concept, but that self-concept may include reinforcement received for behaviors that aren't healthy for them.

- * They haven't learned to accept responsibility for their actions or their feelings. They haven't learned the importance of their role in controlling their own lives.
- * They haven't had a chance to learn good communication skills including resistance to peer pressure and basic assertiveness to express their own needs.
- * They haven't been able to incorporate some important decision-making skills into their lives. Sample skills include determining ways to meet needs, linking actions with outcomes, and thinking of alternative solutions to problems.

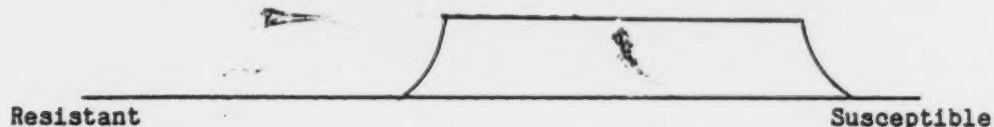
(See page D-3 for overhead, xerox master on susceptible youth.)

Resistant youth on the other hand, show a different pattern:

- * They report feeling a good family support system. They feel value for themselves and not just their accomplishments.
- * They generally see the world in a positive way.
- * They have established some positive goals. They feel they are going somewhere.
- * They have a socially acceptable value system.
- * They generally have a positive feeling about themselves.
- * They have accepted some responsibility for their actions and feelings.
- * They have learned use of communication and decision-making skills.

(See page D-4 for overhead/xerox master on resistant youth.)

4. Young people cannot be categorized simply as resistant or susceptible. They range on a continuum from the most resistant to the most susceptible with the majority falling more in the susceptible zone.

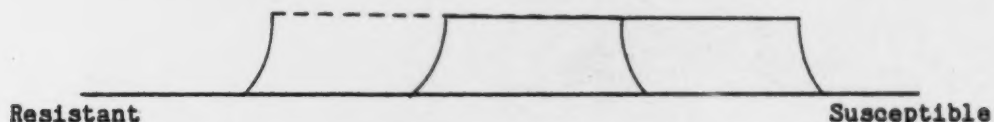


(Use overhead, page D-5.)

The purpose of the DARE program is not to make all susceptible kids resistant, an unrealistic goal. It is to help all young people

become a little more resistant as individuals. Even small changes make a difference.

(Use overhead, page D-6 overlaid on D-5.)



The DARE logo reflects this goal.

(Use overhead, page D-7.)

D stands for the decision-making skills which include identifying personal needs and values, learning to look for more alternatives, setting goals, and linking actions with outcomes.

A is for assertiveness skills which can help young people have better communications with others.

R stands for providing good role models for kids and also for assisting them to learn the responsibility they must assume for their own lives.

E stands for the (self-) esteem that kids must have to make the other three possible.

The concept of the DARE program is to enhance the areas of

- * Decision-Making and Communication,
- * Self-Responsibility and Self-Esteem,
and to assist in providing good
- * Role Models and Family Support Systems.

And it is important that development of these skills begins before the early teens, when most problem behaviors increase. If we wait to work on these skills until the age when pressures for problem behaviors are the greatest, it is a very difficult job. Therefore, the target audience is 8-12 year olds.

Although many activities are geared to 8-12 year olds, the strategies can and should be used from birth to old age.

5. DARE to be You - III Steps

- a. The first step is for families and other people who work with youth, through parent-adult workshops like this one.

As primary influences on youth before they enter their adolescence, parents and other adult caregivers are the most important people to have this information. You need to know what tools you can give your kids to improve their chances to avoid problem behaviors.

The parent-adult workshops are designed in a series of 5:

- * the first, introduces DARE concepts and self-esteem;
- * the second workshop covers self-responsibility;
- * the third outlines decision-making skills;
- * the fourth discusses communications and basic role modeling;
- * the fifth covers group skills for using activities and strategies with young people.

During these workshops, you will have a chance to explore your personal skills, as well as ways to improve the skills of your family and other youth.

- b. The second stage involves working directly with 8-12 year olds. For example, in one two-hour program participants play games to learn and practice ways to avoid and resist peer pressure. They also receive an introduction to some basic decision-making skills.
 - c. The third step is routine use of activities or strategies in the home, youth group, or classroom by families and other caregivers.
6. DARE makes a difference.

Originally the DARE to be You Program was evaluated to determine the impact on alcohol and tobacco use over an 18 month period on 500 youth.

14.2% fewer members of the experimental group began smoking compared to the control group, and 14.7% fewer experimental subjects began using alcohol. These numbers are statistically significant.

The program results also showed positive effects (all statistically significant) on selection (or perception) of non-smoking/non-alcohol-using peer groups, on decision-making skills, on assertiveness and peer pressure resistance skills, and on self-responsibility (internal locus of control).

characteristics of a self-esteeming person

(5 minutes)

Participants think about their view of self-esteem and list a few characteristics of a self-esteeming person on 3x5 cards or 1/4 sheets of paper. These cards/papers will be collected and used at the end of the self-esteem section in the summary.

You may wish to introduce the section like this:

In this portion of the workshop, we will be talking about self-esteem. Everyone has a personal view of self-esteem.

Think of the most self-esteeming person you know. Think of someone who feels good about themselves, not in a conceited or arrogant way but in a way that shows self-respect and feeling of self-worth. What are some characteristics that show that person is self-esteeming? Take a few minutes to write down 3 or 4 of these characteristics.

Don't put your name on the card, but please pass it in. We will be using these cards in a later activity.

M&M game

(15 minutes)

Hand out prepared plastic sandwich baggies with 1/4 sheet of paper and 7 M&Ms to each participant. Use a flipchart or chalkboard to list the questions. Have the participants make a list of things they like about themselves.

Tell the participants not to eat the M&Ms right away, they have to earn them.

Have them put numbers 1-7 on a sheet of paper. After the numbers write the following:

1. Something they do well physically. Give an example of something you do well physically so you can role model the activity for them. These can include sports, arts, music, household or work related tasks as examples.
2. Something they like about their appearance. Be sure they don't use modifiers like "sort of" or "for my age" or list their clothes.
3. Something they like about their personality.
- 4-7. Anything else they like about themselves.

If the participants can't think of all seven items at once, they can wait. Something their partner says may trigger another idea.

Have participants turn to a partner and take turns telling one item from their list. After each positive thing they say about themselves from their list they may eat an M&M. This continues until participants have eaten their M&Ms.

Was it easy or difficult to say nice things about yourself? Why? Point out that making it okay to "own" good characteristics models that it is okay to be content with yourself (opposite of always putting self down).

Discuss the influence of role models that don't make it OK to accept and like oneself, the negative influences of always putting oneself down: we begin to believe the negative about ourselves; we model a negative instead of a positive outlook on ourselves.

IALAC game

(5 minutes)

Because this section deals with self-concept we are going to wear a symbol of our self-concept right up front.

Pass out IALAC signs (xerox master, page D-8) and straight pins.

Write your name in the square and pin on your signs.

(Model it!)

As we go through this workshop we will be doing some activities and talking with each other. As with any other interactions some things will make us feel good. When that happens we should enhance our signs: add a drawing, smiley face, colored dot, or tape on a piece of paper. Other things may make us feel less positive, or tear into our self-concept. When that happens tear off a piece. Everyone's sign will change during the workshop if they are honest.

IALAC stands for "I am Lovable and Capable."

A sample story to illustrate this activity is outlined on page C-6 in this manual.

action model for self-concept

(15 minutes)

Again, you will want to put this section in your own words. However, this discussion is provided as a guide.

As we discussed earlier, kids who feel good about themselves, have a good self-esteem, are less likely to find themselves talked into something they don't want to do.

Good feelings about the self are one of the most important tools we can give our children, and can be the most elusive.

Before talking about some of the things we, as adults, can do to help children develop self-esteem, I'd like to share a framework that clarifies self-esteem, self-concept, and self-image.

This framework for viewing self-esteem is used by Jane Vennard (see reference in bibliography, section E). She calls it her "action model for self-concept." It is a useful image because self-concept isn't a product but a process, continually changing, expanding, and contracting even for adults.

SELF-CONCEPT



The model of SELF-CONCEPT looks like this.

Use self-concept overhead (optional; xerox master, page D-9).

- * The behavior part is what we physically do, and that feeds into both self-esteem and self-image.
- * The self-esteem part is how we feel about ourselves.
- * The self-image aspect is what we perceive about ourselves.

In an infant, this circle is very tiny, with almost no self-image.

As children grow, they begin to do many things. Children expand their self-concept through the behavior part of the cycle as they learn more behaviors.

Children walk. That expands the behavior so the whole circle expands. They feel good about walking, and their self-image expands because it includes walking. They may feel good themselves about walking but they will feel even better if they get positive input from others. Their self-esteem will increase also.

Self-concept is very much like a balloon. When it is small and tight it is hard to blow up. The tension is greater. As it gets larger and more flexible it is easier to expand. "Little losses" are also less important.

But expansion isn't comfortable. It is scary and risky when a new behavior is tried. It doesn't feel good. It only feels good when it is done and the expansion is made.

Looking at this model, what are some ways we can help children expand their self-concept?

We will cover six points.

1. The first way is through behavior. To illustrate this, ask the audience to stand up and touch the ceiling. Many will not move from their seats. Tell them they may stand on their chairs or even use books, pencils, etc. More will try.

This simple exercise can be used to lead into the concept of making a "task" more possible. If an adult asks a child to do something that seems impossible, they won't even try. Or if they try and fail they won't try as easily next time. Have participants reflect on how they felt when you asked THEM to touch the ceiling. How do those feelings relate to the way a child might feel?

By giving children little achievable challenges, they can expand through behavior. As they learn or accomplish something new, they feel good about that knowledge, and their whole self-image expands.

However, if we give tasks that are too difficult, they may fail and their self-concept will be less positive.

We cannot do the expansion for them. They must do that themselves. We can only provide possible, step-by-step challenges and guidance to help them grow and learn gradually.

Canfield's description of self-esteem using poker chips is another good metaphor.

Children are all born with a small stack of poker chips. Each risk they take, each time they try something new, they bet some of their poker chips. If they are successful, the pile of chips grows. If they fail to get their needs met, their pile gets smaller. It is easy for a child with many chips (many successes) to take a "10 chip" risk. For a child with few chips left, a "10 chip" risk would be too dangerous.

A first trip alone to the store might be a "20 chip risk." If a child loses the way, gets frightened by a neighborhood bully (gang), or gets criticized for buying the wrong thing, that child would lose

20 chips and the chip pile would grow smaller. Next time the risk would be harder to take.

Other 10 chip risks might be making a new friend, telling friends what they want to do, saying "no" to something they don't want to do. They need a big pile to be able to do these.

A child who has successfully faced several little challenges will have expanded his self-concept and built up his pile of chips.

One activity, SUCCESS SHARING page C-1 can be used to illustrate ways to spotlight positive behaviors or successes.

2. The second way we can help children expand their self-concept is through the self-esteem portion of the model. How children feel about themselves is partly what they can do, as in the behavior part, but it is also affected by others reactions to them.

It is important for us to provide a positive but honest mirror for young people. We have to be honest with children, or they will lose trust in us. We don't do children a favor by telling them they are perfect or good at everything. Our reflections must be honest. But when we have to correct a negative action we must make an effort to balance it by noticing the positive. It is easy to tell kids what they don't do or what they do wrong, and so easy to forget to tell them all the things they do right.

An important fact to remember is that for people to feel successful at any given task they must succeed at least 75% of the time and fail only 25% of the time.

Even if a child is successful at a task or receives positive input half of the time, that 50% is just not enough to make them feel successful. We must make an effort to see that all give more positive than negative input.

This takes a conscious effort. For one day try keeping track of the number of positive things you notice and comment on, also the number of negatives. Are you giving more positive than negative? (See POSITIVE REFLECTIONS activity, page A-16.)

Remember you send positive and negative messages non-verbally, too.

Some young people have a lot of self-esteem and a very large self-concept but they may have acquired this through attention (to them a positive response) or positive reinforcement for potentially destructive or unacceptable actions.

Another important aspect to consider in providing positive input is the time spent in school. Children spend a great deal of time in school and, unfortunately, many times school may focus on what students don't know. Children can develop an attitude that they haven't learned much or that they are not good learners. It is important for us as parents, group leaders, and teachers to consciously balance that attitude.

Two activities, I KNOW and TIME LINE OF LEARNING, (page C-20) can provide a good balance and allow children to learn to think of themselves as learners and achievers. These activities also start children moving from the framework of thinking "I can't" to "I just haven't learned that yet."

award pads

(5 minutes)

Hand out pads (available through DARE office, see order form, page E-201, or xerox masters, page D-10).

Another way to give positive reflections is to give awards. You may use DARE awards or make up your own. Try to find something good about everybody. Especially concentrate on the underachievers, the ones that get little recognition. Awards can be given for being on time, helping to clean up, a friendly shy smile. That prize may be the only positive given to that person that day, week, or even month!

Have the participants think of someone that gets very few positives, or little recognition, and have them write that person an award "right now."

positive memories

(15 minutes)

This activity has participants remember six or seven positive memories from their preteen years (9-12). A discussion helps apply their personal experiences to reinforce that self-concept can be expanded through behavior and positive reflections. It also emphasizes that remembering personal experiences increases sensitivity to preteen problems.

Let's take a stretch break. While you are stretching, roll back the clock to your preteen years (9-12). Remember something about that time: think of a house where you lived, a favorite teacher, or a best friend. After you have stretched sit down and write out six or seven of the high points from that era.

Allow 4 or 5 minutes.

Now turn to a neighbor and share one or two of the memories. See if your lists have anything in common. Compare the kinds of things that were high points.

Allow 5 minutes.

Optional*

Think about the self-concept model and the two ways to expand: through behavior (learning something new) and positive reflections from others. How many of you had items on your list that would fall into these ways to improve self-concept? How many of you had lists that are mostly new skills or positive reflections?

(Show of hands.)

How many of you felt good about learning a new skill or having a new responsibility? How many of you felt good because of some positive input from family, from friends? Would anyone like to share a high point? How can we relate our own experiences to providing positive growth experiences for our young people?

The positive reflections we received from others really helped us to develop the image we had of ourselves.

In reflecting on our own childhood, we can find clues about what helps our own kids feel good. The kinds of things, rather than the exact things, that were memorable positives for us will undoubtedly be the kinds of things that will provide positives for our children. Of course, the same is true for the negative or hurtful experiences.

* Have group brainstorm a list of experiences and tie these to the points covered in the discussion.

break

(15 minutes)

reality and self-concept

(10 minutes)

In this section, summarize the first two points, the action model for self-concept, and develop points 3 and 4 below.

We've discussed 2 ways of expanding self-concept through providing small possible challenges and through giving positive reflections.

3. Recognizing the negative. A third point is to give kids the right to not feel good all the time. When we look at the self-concept model, we realize that every time the self-concept expands, there will be tension before the new behavior is tried; there will be risk and fear while learning. The act of expanding often does not feel good. And sometimes a child will fail. That will not feel good.

Expansion or growth only feels really good when it is done.

Children need to know it is OK and normal to be uncomfortable sometimes.

In working with kids, we often forget this very real aspect of growth. We, as parents, leaders, teachers, often feel we have failed if our young people are uncomfortable. Our success is tied to how good our kids feel. We need to disengage our needs, and let young people fluctuate. If we do not untie our need for their happiness, we place a double burden on them:

They not only have the normal discomfort of growth but also guilt feelings about not "feeling good."

We create a barrier if our children feel they must hide their true feelings from us. We must be careful not to discount their fears. The fears are very real from their perspective.

It is helpful if you can think of some personal examples to illustrate these points. Examples: overcoming personal fear of ladders at an Indian ruin - how climbing was very frightening at the time, but proved to be a positive expansion for the self-concept. Another type of example is that of a professional woman whose father

always chided her for not looking happy. She is still dealing with a negative self-concept.

A second type of negative experience comes from comments or input from others. Let children know these are common if not positive experiences we all encounter. Discuss IALAC and KILLER STATEMENTS (pages C-6 & C-4) as activities that deal with this.

4. The fourth point that we need to recognize is that kids are all different. They don't fall into the patterns that are comfortable for us. We need to validate those differences instead of trying to turn out our own ideals. That is hard because it means more work for us.

We need to find ways to celebrate the differences and to make kids feel good about the differences.

Instead of saying "why can't you be athletic like your older brother?" to the boy who wants to paint, we can say, "It's wonderful to have both an athlete and an artist in the family. Now we can enjoy two worlds."

It is easy for all of us to be blind to good attributes if we have a set of values we want our child to meet. We can value young people for:

- * helping others,
- * helping around the house,
- * being good with animals,
- * seeing the world in creative, new ways,
- * artistic, musical, athletic talent,
- * intelligence, joy of life,
- * enthusiasm, sense of humor.

Plus many more.

Share some examples of people who notice differences in a positive way:

- * A teacher who recognizes a child who learns differently and rewards or accepts instead of punishing the difference.
- * A youth organization that gives kids a lot of options to explore.
- * Parents that recognize the differences in their children and celebrate those, instead of comparing and setting them up as better or worse, right or wrong.

memories of the teen years

(15 minutes)

In this activity, participants will focus on teenage memories and list 5 very positive and 5 very negative memories. Group discussion will relate those memories to the four points outlined above.

Let's focus back one more time. This time remember your adolescent years between 13-18, the high school years.

Divide your paper down the middle: On one side write 5 positive memories (events or situations that really made you feel good during your adolescence). On the other side list 5 unpleasant memories.

Allow 5 minutes.

Now, with a neighbor, share one or two of the positive situations and one or two of the negative.

Allow 3-5 minutes.

Ask the group:

Did you find any similarities? What did your lists have in common? Was it more difficult to remember positive or negative feelings? Thinking of the four points we discussed, who will share a memory that illustrates one of the points - either in a positive or negative way?

Think of personal examples to share.

Did some positive memory revolve around someone validating you or a negative memory come from someone not validating your uniqueness? Were you ever made to feel guilty for being frightened?

These points illustrate that, by drawing on our own growth experiences, we can be more sensitive to the needs of our children. They also help personalize the discussion.

a self-esteeming person

(10 minutes)

This section covers the fifth and sixth points: creating an environment for growth, and finally, becoming self-esteeming.

5. A fifth point is to create a secure environment to help youth develop their self-concept.

Maslow's hierarchy of needs explains how basic requirements must be met before children can truly develop a positive self-concept. These basic needs include alleviation of hunger and thirst, but also include the needs for love and safety.

We need to create an environment that fills these needs. We can't insure a secure environment on the streets or even in the schools or homes for many children. We can create a sense of safety and belonging whenever we work or live with children. We need to make them feel wanted, valued, and not at risk whenever we contact them, even for a short period of time. It may be the only place they can feel secure. That security will help improve their good feelings about themselves.

- * It is very difficult to help children expand their self-concepts if they are hungry. If we encounter physical deprivation we need to recognize its importance.
- * A sense of belonging, the need for love, never ends. This can be filled at home or at school, by clubs, teams or friends. However, children who do not have a sense of belonging somewhere, being loved by someone, cannot expand their self-concept in a positive way. In working with groups of children, you may have encountered cases of children who do not have a sense of belonging. We need to provide that sense of belonging in whatever setting we reach children. Privately recruit some secure youth in your group to reach out to the insecure ones.

Provide a time for the audience to share experiences.

- * Safety. The need for safety includes more than having a roof over ones head. It includes LIMITS. Limits make the environment feel safe and give a space to explore.

Growing up can be like riding up to the 50th story of an open building frame on a construction elevator. If the lift is a simple platform with no fence, the experience could be terrifying. On the other hand, a simple railing would allow some security to move around. With a good strong fence, a person might even stand on the edge and look around.

And good limits will be tested. Like strong railings, children will lean on them. The important thing is that the limits do not suddenly give way to allow the explorer to fall free.

The actual limits do not seem to matter as long as they are loose enough to allow some flexibility yet tight enough to provide security. However, limits, whatever they are, must be defined clearly and consistently followed.

- * To balance the safety we also need standards. Make sure that some reasonable level of quality is necessary. This provides some risk but allows the child to feel accomplishment when the standards are met. Without standards there is no challenge; no chance for a sense of achievement.

In setting the limits and standards it is important not to give vague messages, like "behave." What in the world does "behave" mean to a child? Or "pick up the kitchen." Tell the child clearly and exactly what you mean. That really takes thought. Instead of "pick up your room" you would have to tell a young child "make your bed and put your trucks in the toy box."

6. And finally, we must work on becoming self-esteeming ourselves.

At the beginning of the session we collected your thoughts on characteristics of a self-esteeming person.

Randomly hand back the cards/papers collected earlier. Have the participants read the characteristics and list on a flipchart or blackboard.

Summarize briefly.

Ask the audience to close their eyes and raise their hands if they used themselves as one of their self-esteeming models. Tell them how they voted isn't important but to ask themselves if they have many qualities about which they feel good.

How many of you know anyone who you feel is totally self-esteeming?

Emphasize:

We all have things we feel good about and things we would like to improve. This just re-emphasizes that self-esteem is a process and not a product. It is a willingness to take risks and know if we fail we can try again and succeed, or try something else and succeed. It is how we, as well as our children, feel about having the ability to learn, to live, and to grow. Our patterns are their models.

We need to help children be confident that they "can do it."

If children don't know something, we need to help them with the philosophy that they just "haven't learned it yet," that they can and will move forward.

Reviewing and re-evaluating this seminar alone will eventually have a positive impact on your young people. But if you wish to take a further positive action to improve the self-esteem of young people,

the final section of the seminar will cover some special materials, references, and activities that can be used in youth groups.

CONTRACTS may be used here or after USING DARE - SAMPLE ACTIVITIES.

contracts

(Optional - before or after activities)

Hand out blank contracts (xerox masters, page D-11).

Explain that you are going to allow them a few minutes to think of how they could apply the information in this workshop to their own lives. They will write themselves a contract. Have them fill in their name on the first line, self-concept on the next line. They may ignore the dates and number of participants.

The first line should be something they will do to improve their own self-concept. Examples: take time to learn something new or try something they've wanted to try, for three days look at the things accomplished and not what went wrong or didn't get done, notice the positives.

On the next three lines have them list some things to improve the self-esteem of others: children or people with whom the participants work, their families or friends. Examples: notice and comment on positives and not negatives, give awards, try some activities, break tasks down into little possible steps.

post-survey and wrapup

(10 minutes)

Ask the participants if they would complete the anonymous questionnaire. Explain that it helps you see if you have been an effective facilitator.

using DARE / self-esteem activities

(35 minutes)

Explain that the activities in the handouts and the manual are designed to use with youth groups and that the references contain many more kinds of activities.

Have the participants break up into subgroups of four. (Use four colors of dots on name tags.) Have the groups divide up so each group has one of each color. Assign the following activities (or select others you enjoy). For example, the person with a yellow name tag will be responsible for explaining and conducting the SUCCESS SHARING activity. Each participant should have a copy of the activities.

yellow - Success Sharing, page C-1

red - Killer Statements and Gestures, page C-4

blue - Prideline, page C-8

Green - Friends, page C-3

Give everyone 3 or 4 minutes to read their activity. Have them take turns "leading" the activity with other members of their subgroup. Allow 5-10 minutes per activity depending on your time frame.

End with CONTRACTS and discussion.

You may also point out the STARTING SIMPLE WITH SELF-ESTEEM outline, found in Section C under YOUTH PROGRAMS/ACTIVITIES. This section gives ideas for using series of activities with various age levels.

Parent-Adult

Workshop II

COMMUNICATION SKILLS

Objectives:

At the completion of the workshop, participants will:

- * recognize major barriers to good communication and know ways to overcome barriers.
- * have received information on the basic ways to improve communications (listening skills, sensitivity, nonverbal communication skills, "I messages," basics in assertiveness, and peer pressure avoidance skills).
- * have participated in five activities to increase personal communication skills.
- * be able to identify assertive, non-assertive and aggressive communication patterns.
- * have practiced peer pressure resistance skills.
- * have participated in activities to generate thought on the importance of role models.

Overview:

This workshop will introduce communication skills through affective activities and group discussion.

Materials:

- * Pencils/paper
- * Name tags (3 colored dots)
- * Flipchart and pens or chalkboard and chalk
- * "I Message" scripts (2 copies each of 4 scripts), page A-36
- * Barriers to Good Listening (xerox master, page D-16)
- * Improving Listening Skills (xerox master, page D-17)
- * "I Message" Practice Situations (xerox master, page D-18)
- * I Believe (xerox masters, pages D-19&20; optional)
- * List of Rights (xerox masters, page D-21; optional)
- * Recognizing Assertive Behavior Activity (xerox master, page D-26)
- * Personal Chart (xerox master, page D-27)
- * Pre and Post-Surveys, (xerox masters, pages D-14&15,28/30)

Optional:

- * Overhead Projector, Screen, and Extension Cord
- * Communication Filmstrips
- * Overheads (Make from xerox masters, pages D-21/25)
 - Assertiveness definitions (xerox masters, pages D-23/25)
 - Gentle Art (xerox master, page D-22)
 - List of Rights (xerox master, page D-21)
- * Filmstrips (available from DARE Office, order form, page E-205)
 - The Gentle Art of Saying No
 - Turning Off: Drugs and Peer Pressure

Agenda:

Allow 2 1/2 - 3 hours for program or split into two 1 1/2 hour workshops.

10 minutes	Introduction and Pre-Survey (optional)
10 minutes	Non-Listening Activity
10 minutes	Barriers to Listening
10 minutes	Reflective Listening
10 minutes	"Once More With Feeling" Activity
15 minutes	Double Messages - Activity and Discussion
15 minutes	"I Messages" - Discussion and Role Play
10 minutes	Break or Wrapup and Introduce Second Workshop
10 minutes	List of Rights
30 minutes	Assertive Behavior - Discussion, Activity, and Role Play
10 minutes	Resisting Peer Pressure
10 minutes	Personal Chart (Role Model Activity)
10 minutes	Role Modeling - Discussion
10 minutes	Post-Survey and Conclusion

introduction and pre-survey

(10 minutes)

Introduce group leaders and explain that the workshop will cover ways to improve communication skills. Mention that the activities used can be adapted for use with youth groups and are outlined in the manual. Have participants fill out and wear name tags.

Have participants fill out pre-survey. Allow about 7 minutes to complete. You may explain this by saying:

We would like to start the program by having you fill out a brief questionnaire. This will help us determine the effect of this workshop. It is not necessary to put your names on the questionnaires.

Key to Pre and Post-Surveys, COMMUNICATION:

1. a 2. c 3. a,b,c,d 4. b,c,e 5. all false for
assertive communication 6. b,e 7. a,d,e

non-listening activity

(10 minutes)

This activity relaxes the audience and initiates discussion of barriers to listening as well as listening skills. (Hand out pieces of blank paper.) You will want to put this script outline in your own words.

Take a few minutes to outline some things you would like to share. These can be simple facts: where you were born, where you went to school, where you live now, your hobbies, your job, the names of your family, a joke, or it can be the most embarrassing thing that happened to you.

Now I would like you to break into groups of three. We are going to start this workshop with an activity called NON-LISTENERS. No one likes to have to speak to a group when they first come to a workshop so you are going to love this activity. You are going to speak but no one is going to listen to you.

Find two other people with colors of dots on their name tags that are different than yours. (For example, each group should have a red, a green, and an orange dot.) Groups need to spread out in the room or simply turn to two neighbors.

The person with the red dot is to tell the rest of the group their "story." Really try to get them to listen. The green and orange dots must do everything they can not to listen, short of leaving the room. No physical violence!

Each person will have a turn trying to speak (red, orange, then green) for about 1 1/2 minutes.

You may want to ring a bell, call time or blow a whistle to change speakers for each 1 1/2 minute period.

After each person in the group has had a chance to speak, have everyone reconvene for discussion. (5 minutes)

You may move from the activity to the discussion by asking these questions:

Did anyone end up listening to the speaker? How did it feel to be the speaker? Have any of you experienced not being listened to when you were trying to communicate? Have any of you found yourself not listening to a speaker? Is it easier to listen or not listen?

barriers to listening

(10 minutes)

This non-listening activity is a way of backing into the fact that listening is one of the most difficult communication skills to learn because good listening requires a lot of energy.

On your chalkboard or flipchart make two columns: Speakers/Listeners

Ask volunteers what speakers do that make it difficult to concentrate on what they are saying. Then cover listeners. Have them think of a time when they were talking or trying to talk to family, friends, or someone at work or even in a class or lecture. What prevented them from listening or being heard?

On a chalkboard or flipchart collect the ideas. You may need to give examples to start the discussion.

- * Trying to talk with a husband while he's reading the paper - distractions.
- * Trying to talk to a teacher about a child's difficulty and the teacher has "prejudged" the child, or you have "prejudged" the teacher - prejudice.
- * Kids trying to talk to you when you have a million things to do - preoccupied.
- * Trying to discuss a problem when there is hostility - emotional barriers.

Generate a list that touches on these major points.

Barriers Caused by "Speaker:"

- * Noisy or distracting surroundings - TV, tapes, etc.
- * Always talks in the same way - softly or shouting or nagging.
- * Uses words that aren't familiar or may have different meanings to the listener.
- * Ignores the listener's feelings - is insensitive.
- * Says something that causes an emotional reaction, e.g., "your friends are worthless bums."
- * Doesn't allow the listener to be involved; listener can't get a word in edgewise; doesn't really listen to what the other person has to say or doesn't take what the other person has to say as important (discounts

Barriers Caused by the "Listener:"

- * Noisy or distracting surroundings.
- * Is passive, has no interest in listening.
- * Thinks of other things, lets the mind wander.
- * Thinks of what to say next instead of what the speaker is saying.
- * Discounts or evaluates what the "speaker" says because of appearance, earlier experiences, or other prejudice before even listening to the message.

- it.)
- * Says one thing, but indicates the opposite by "body language" or the way it is said.

Point out that the only way a person can let another person understand what is wanted or needed is to get on the same "wave length" with that person. The only way to get on the same wave length is to listen to what the other person is saying, and to tune into feelings. The person trying to communicate must talk in a way that won't turn that other person off, discount feelings, or prejudge. The speaker must also minimize distractions.

Summarize listening skills covering the following points:

As a speaker make sure you:

- Can be heard, turn off the stereo cassette, etc.
- Vary your tone of voice, (e.g., if you usually shout at the kids, try speaking calmly and quietly).
- Use words that have the same meaning to the other person as they have for you.
- Avoid emotionally laden terms that will make the other person upset or angry, (e.g., critical comments on beliefs, friends, appearance).
- Listen to what others have to say, give them a chance to express feelings and views. Value those feelings. They are real for that person.
- Check or reflect if you have understood what the person is saying and the feelings behind what is said to find out what is actually being said before discounting or judging.

As a listener be sure to:

- Make an active effort to listen.
- Focus on what is said, don't let the mind wander.
- Ask for examples or explanations.
- Keep an open mind, don't discount, evaluate or prejudge the speaker before listening.
- Attempt to understand feelings behind the message.
- Restate both the idea and feeling to let the speaker know you understand.
- Try to overcome barriers put up by the speaker.

Pass out listening handouts, pages D-16,17.

I imagine several of you inwardly moaned when we started the first activity. Most people would rather listen than have to participate more actively. But, listening is a difficult skill. People only remember approximately one-half of what they hear immediately after they hear it and eight hours later, half of that. Educators find that participating in activities, and having to respond really increases learning. People are less likely to lose their attention span if they have to respond in some way.

Use handouts on barriers to listening and improving listening skills.

reflective listening

(10 minutes)

One active listening technique, called reflective listening, helps listeners concentrate. Because the listener must "reflect" the speaker's thoughts back, the listener actively listens.

In reflective listening, listeners repeat, in their own words, what has been said. Speakers then know they have been heard and listeners affirm understanding. Good reflective listening can prevent misunderstandings.

Reflective listening is also important for us as helpers.

Most of us, when growing up, were not exposed to reflective listening. Therefore, when we are trying to help another person we have a tendency to say the same things our parents and friends said to us. More often than not, we learned to respond by asking questions or giving advice. These have their place, but when we truly desire to be helpful, they often get in the way more than they help. Here's why:

- * Asking questions can switch the train of thought of the speaker. It can keep friends from sharing in their own way. Sometimes questions can seem like prying or imply that the speaker did something foolish.
- * Giving advice or suggesting a better way can feel pushy to the speaker. It suggests that the advice-giver thinks he is right and the speaker is wrong. Oftentimes a speaker simply wants to be heard and is not asking for advice.

For many people it is the understanding of the feelings that is desired rather than the content. Giving advice and questioning usually focus on the words, not the feelings.

As a listener, try to avoid questioning or giving advice. They work against good understanding and sharing. Your strength lies in being a friend and "being there" when a friend is needed. When you try to question or give advice, you may make communication more difficult and actually turn your friend away.

Reflective listening is composed of three major parts:

- * Listeners notice the feelings expressed by the speaker.
- * Listeners reflect the feelings back to the speaker -
 - "You sound delighted that ..."
 - "It sounds like you are very upset that ..."
 - "You must be feeling frustrated that ..."
- * Listeners describe the reason for the speakers feelings.

List these components on a flipchart or blackboard.

Emphasize that reflective listening is a good tool but can be abused by overuse or to keep from showing personal emotions.

"once more with feeling"

(10 minutes)

The purpose of this activity is to increase awareness of the speakers' feelings and to practice reflective listening.

Have the participants think of three things about which they feel strongly - e.g., happy, sad, mad, confused. They may or may not write them down. Read some of the examples below with the appropriate feeling to give them some ideas. Emphasize being sensitive to feelings.

This project is impossible, I can't complete it.	frustration
I'll never get my work done.	frustration
My husband brought me roses.	elation
I don't know what I'm going to do with my son (boss, etc.).	confusion
We're going skiing this weekend.	happy
My checking account is overdrawn.	discouraged
Fred has dropped out of school.	frustration
I just got a job/raise.	relieved
My daughter is pregnant (I am pregnant).	happy, upset, or worried
My friends want me to do this but my parents will be furious.	confusion
My boss is ignoring me.	mad

Before breaking them into subgroups, explain that they will take turns being the speaker, the listener and the observer. Speakers will say their three statements with the appropriate feelings. One listener will identify the feelings, the other listener will then make a response that names the feeling and the cause.

Model these two examples (or some of your own) with another group leader.

Jerry: Yesterday, I did a crazy thing. I went out and bought myself a really sharp looking suit (or a new tape, etc.).
Jerry's Feelings: Satisfied, happy.
Reflective Response: Buying a new suit makes you feel really good.

Ted: I give up! I have tried and tried to get my parents to listen, but they ignore me.
Ted's Feelings: Frustration, defeat.
Reflective Response: You seem frustrated (upset) because your parents do not seem to pay attention to you.

Break into small groups and carry out activity (6-7 minutes). As a large group discuss how they felt as speakers and listeners using the reflective listening technique. Review the basic points in reflective listening.

double messages

(15 minutes)

Have the subgroups stay together. Have each person send a "double message" by saying one thing but transmitting an opposite message with facial expression and body language.

Give this example:

"I'd really like to go to the movies." Frown, look down and slump shoulders. Keep voice flat.

When everyone has had a chance to send the "double message" ask the whole group these questions:

Why does saying one thing and "acting" something else cause confusion? Which message would you believe? (the non-verbal)
What is a good way to make sure you are "sending" the message you want to send? (Match words with body language.)

Emphasize the confusion caused by double messages. Summarize with the following points:

- * generally people believe what they see before they believe what they hear.
- * to communicate effectively, the signals we send with our bodies must match the signals we send with words.

Learn to match body language, e.g., a firm look and posture with a firm no. This gives kids a good role model for saying no when they are under pressure. Uncertain body messages always lead to more pressures.
- * to receive communication clearly we must listen both to the words and notice the nonverbal messages.
- * if we receive double messages, we should use reflective listening to improve communication. "I am hearing that you would like to go to the seashore, but your actions tell me you do not want to go. Could you help me understand how you are feeling?"

"You say you want to go to the park but you don't act like you do. Help me understand how you really feel."

Summarize on a flipchart or blackboard.

Of course, to send a message that matches words and body requires being honest with oneself, deciding what is really wanted or needed.

"I messages"

(15 minutes)

In this section, "I Message" skits introduce an activity that allows participants to practice "I Messages." Ask for 4-6 volunteers to read the scripts below.

There are times when we feel a strong emotion and need to express it. If not handled properly, the situation can erupt into a confrontation where nothing gets solved. I would like six volunteers to act out three such situations.

Explain situation 1.

Have the first two volunteers act out 1a. Ask the audience: "What happened?" "How would the actors feel in real life?" "Was the problem solved?"

Now have the volunteers act out 1b. Ask these questions: "Was the real issue solved?" "Why?" "How did you feel using the two different patterns?" "Which way expressed the feelings of the speaker more completely?" "Which way places blame on the listener?" "Which way makes it easier to identify the problem?"

Continue through the three scripts.

Scripts:

1. You share a car pool with another person. It is the other person's turn to drive but he/she doesn't show up. You have to find another way. This makes you late.

1a. Person A (angrily): "You are irresponsible, I'm not going to car pool with you anymore!"

Person B: "You are a lousy person to car pool with anyway!"

- 1b. Person A (more calmly): "I am quite angry about yesterday. You were supposed to pick me up and never came. I was very late for work."

Person B: "I'm sorry I inconvenienced you. I didn't have to work and forgot to call. I will be more considerate next time."

2. You have been waiting a long time at a restaurant and the waiter hasn't taken your order. When he comes:

2a. Customer (angrily): "Boy are you incompetent. I'll never eat in this hole again!"

Waiter: "What's eating you, buddy?"

2b. Customer (more calmly): "I'm really getting frustrated. I have to be somewhere at 7:00 and have been waiting half an hour to order."

Waiter: "I've been very rushed. I'll make sure you get your order right away."

3. You are a parent and it seems your teen just never listens to anything.

3a. Parent (angrily): "You never listen! You just don't care what's going on!"

Teen: "Why should I listen when all you do is nag?"

3b. Parent (more calmly): "I'm really frustrated. I can't seem to talk to you anymore. It's really putting a barrier between us."

Teen: "I didn't realize there was a problem. What did you want to say?"

Ask:

What are some of the techniques used in the better responses? Why are they better than the other patterns?

Summarize and explain the components of "I Messages."

The speaker didn't place blame on or attack the other person. Placing blame usually puts the listener in a defensive or threatened role. Nothing gets solved.

In these examples, the speakers recognized their feelings and took responsibility for them. The speakers then described their feelings and gave the cause for those feelings. The action or behavior that caused the problem was described, the personality of the other person was not blamed.

The speaker doesn't:

- blame or attack the person. Placing blame usually makes the person very defensive and nothing gets solved.

The speaker does:

- decide how he or she felt, accepts and admits those feelings. "I am really upset."
- give reasons for those feelings. "My evening plans got all messed up when you arrived late."
- criticize the action, not the person.

(You may recap an example to emphasize these points.)

This way of communicating feelings is called "I Messages" because the speaker "owns" personal feelings and does not blame or attack the other person but expresses a feeling over a behavior. The main components of "I Messages" are:

(Write on chalkboard or flipchart.)

* Honesty - We must be conscious of our personal feelings in a situation and admit them. "I am angry," "I love ...," "I enjoy ...," "I am frustrated."

* We must state those feelings.

* We must state the cause of the feelings.

"I am upset because we are late and cannot leave on time."

* Concentrate on the behavior not the person.

Some sentences that begin with "I" aren't good "I Messages." For example, "I think you are incompetent" is not an "I Message."

To send "I Messages" ask yourself:

"What am I feeling? Why?" "What behavior caused that feeling?"
"What do I want to happen?"

It takes practice to use "I Messages" so we have enclosed a sheet of "I Message Practice Situations," (xerox master, page D-18). Write responses to the situations, then share these with a neighbor. Help each other make sure you have listed the feeling and the cause. Be sure to write "I messages," not what you might say normally.

Ask for a few volunteers to share messages with the whole group.

Think of some time you could have sent an "I Message" to a family member or someone with whom you work. It may have been a time you sent a "you message" (you are so lazy, etc.), or a time you wanted to say something and didn't. Perhaps a relative takes advantage of you for rides or babysitting or a boss or co-worker takes you for granted.

Write an "I Message." Practice it on your neighbor. Discuss how it feels. Are you comfortable? Why or why not?

"I Message" Practice Situations:

1. Your new friend seems to like going places with you. But he is always late. You have to wait at least 30 minutes for him every time you do something together. Often you are late getting to ball games or movies. Tonight he picks you up at your house. He is 45 minutes late.
2. Your friend has just called at 11:30 p.m. You were in bed sleeping. He says, "Hi, just thought I'd call and visit for a while."
3. Your husband or wife has just treated you to a very special dinner.
4. Your new friend borrowed your favorite sweater. When he/she returns it, it is dirty and there's a small hole in the elbow. He/she says nothing about it and acts as though nothing has happened.

How could using "I Messages" instead of "You Messages" change the listener's reaction?"

break

(10 minutes)

list of rights

(10 minutes; optional)

You may want to introduce this segment like this:

In this part of the workshop, we will be covering the basics of assertive communication patterns. One of the big stumbling blocks for many of us is that we tell ourselves that we do not have the right to stand up for ourselves in certain circumstances.

The I BELIEVE worksheet (xerox masters, pages D-19&20) is designed to start you thinking of things you may be telling yourself. Answers are at the bottom. Be honest and check thoughts you sometimes think.

Allow 5 minutes for worksheet. Let people discuss their personal discoveries. Share an example that you, as a group leader, find yourself thinking.

Summarize the activity by presenting the List of Rights (below). Point out that we have these rights and so do the people with which we communicate. This list provides the foundation for assertive behavior.

List of Rights: (xerox master for handout or overhead, page D-21)

You have the right to:

- | | |
|----------------------------|--------------------------------------|
| * make requests. | * show that you are angry or upset. |
| * say "I don't know." | * say "no" to requests. |
| * make mistakes. | * decide if something is OK for you. |
| * say what you think. | * not justify. |
| * make your own decisions. | * be treated fairly. |

This list of rights may seem obvious to some people but many of us were raised feeling we don't have certain rights or we unconsciously back away from putting these rights to work for us because it can be uncomfortable or difficult.

Choosing not to exert the rights is okay as long as it is a choice. Are your patterns happening because you simply don't ever think about it or are they your decision?

Everyone has these rights, however, along with the rights there comes the responsibility to take the consequences of whatever happens when the rights are exerted.

Example: I have a right to ask a favor of anyone. I have the responsibility to graciously accept a no or expect a favor may be asked in return someday.

Think of possible outcomes for exerting rights/not exerting rights. Example: Telling a friend that you really don't want to babysit for her all the time. Even if said nicely with an "I message" it might cause her to become unfriendly. The alternative is to say nothing and have your resentment erode the friendship.

assertive behavior

(30 minutes)

This section covers the definitions and examples of aggressive, assertive, and non-assertive communication behaviors. The RECOGNIZING ASSERTIVE BEHAVIOR quiz (xerox master, page D-26) opens a discussion on using assertive behavior. The section will end with role playing of assertive behavior. Optional overheads (xerox masters, pages D-23/25) list definitions.

The basic ideas behind assertive patterns can help us all communicate better. This is really true for young people, too.

Sometimes people who claim to be "assertive" are really aggressive. Even people that have taken "assertiveness" training use a formula and are not really sensitive to the needs of others. Here are the simple definitions we use to explain assertiveness.

Assertiveness is placing oneself equal to another person, tuning into and standing up for our own feelings and needs but at the same time being sensitive to other peoples' feelings and needs. Equality is the key.

Aggressive is putting oneself first, often in a pushy, demanding, insensitive way. An aggressive person ignores the other persons feelings and needs.

Non-assertive is consistently putting one's personal needs and feelings aside, often to the point of feeling used.

From these definitions it is easy to see that being assertive can vary among situations.

Give the RECOGNIZING ASSERTIVE BEHAVIOR quiz. Read each question out loud but not the answers. After the participants have checked their responses go back over the questions. Read the responses in several ways showing how responses can vary depending on how they are said and to whom. Emphasize that assertiveness doesn't necessarily happen with a formula but requires sensitivity to self and others.

Have the group discuss problems and difficulties of using assertive behavior in different situations. Use a chalkboard or flipchart to record ideas. Ask for possible solutions.

Include the following points:

- * To overcome the initial difficulty in using assertive behavior in a new situation, role play to yourself with a mirror.
- * If you are going to start using assertive patterns with someone close (a spouse, parent, co-worker, friend) you should explain to them you are going to try to be more open with them and you are trying a new way to communicate with them.

- * Assertiveness doesn't have a rigid set of behaviors; it varies with cultures and locations. Assertiveness in New York might sound aggressive in Eastern Colorado. Use good judgment in your assertive responses, keeping in mind your needs but being sensitive to the other person.
- * Remember to match your "body language" and tone of voice to your assertive statement. A perfect assertive sentence can become aggressive or submissive simply by changing the nonverbal message.

You may want to use examples of each of these points.

To put together good assertive communications remember:

- * Use "I Messages" to tell how you feel and why.
- * Match body language to what you are saying.
- * Have eye contact with your listener.
- * Speak firmly and clearly, without hesitancy.
- * Practice by role playing.

It is important to realize that self-assertion doesn't guarantee that others will comply. It only assures self-satisfaction that you have expressed yourself the best you can.

Here are more examples of assertive, aggressive, and non-assertive behavior.

Situation: A friend and neighbor is always asking you to take care of her kids. You feel used, but haven't said anything. She's just asked you to keep them again. You aren't going anywhere but you really don't want to do it.

You say:

"OK, bring them over." Non-assertive because you are putting your feelings last.

"You are really inconsiderate. You're always expecting me to take your kids and I'm tired of it." Aggressive because it is a personal attack.

"I don't want to have them today. I've had them quite a few times already this month." Assertive - honest but without making a blaming remark.

Situation: Your child has been in trouble at school. You are called to the school for a conference with teachers and school officials. They are presenting the problem in a negative hostile way. You feel yourself getting angry.

You say nothing or agree - non-assertive, not expressing your feelings.

You say angrily, "You are all prejudiced. You don't give my kids a chance. It's no wonder they act up. You're probably making it up." - aggressive, won't benefit the child.

You say, "I feel this discussion is very one-sided. I know my child has made these mistakes but he (she) has some good points, too. If we could all focus more on the good than the bad we could start to change his/her actions." - assertive type response.

Ask for 2-3 volunteer groups to share their experiences.

Discuss the group's feelings about using assertive responses.

Summarize by reminding them that true assertiveness requires sensitivity to the feelings of the speaker and the listener, that they should not feel guilty if they feel a situation is not appropriate for a "classical assertive" response.

resisting peer pressure

(10 minutes)

This section discusses the difficulties of remaining assertive in a pressure situation.

Three or four of your team (or volunteers) will "act out" two of the skits showing both good and poor ways to handle pressure (scripts below). Conduct a group discussion. Have the group develop a list of good strategies for resisting peer pressure after the two sets of skits.

The most difficult times to use assertive responses can be when friends are pressuring you to do something you really don't want to do.

We have two skits to show pressure situations. In the first situation, Mary is shopping with a friend:

Script 1A.

Mary: Hey, I was wondering if you'd lend me five bucks. I'm a little short, and I noticed you just paid with a twenty. I could pay you back day after tomorrow.

Susan: Well, I'd rather not. I still need a few things.

Mary: If I could just borrow five, I would get these shoes for my daughter. You trust me, don't you?

Susan: Sure, I trust you. It's just not convenient right now.

Mary: I don't get it. Here you are and here I am. What's inconvenient about it? And you know I always pay back, right?

Susan: I guess so.

Mary: You do trust me, don't you?

Susan: Okay, here's the money. (in a depressed way)

What happened? Susan wasn't firm in the beginning and Mary rolled right over her and made her feel guilty with the trust comments. The point isn't whether or not Susan trusts Mary, it is whether she wants to lend her money.

Script IB.

Here is the same situation.

Mary: How about lending me five? I can pay you back day after tomorrow.

Susan: I'm sure you would Mary, but I don't want to lend any money right now. Sorry.

Mary: Hey, it sounds like you don't trust me!

Susan: It has nothing to do with trust, Mary, I just don't want to lend my money. I need that five later.

Mary: You may need it later, but I need it now!

Susan: That may be, but I just don't want to lend any money now. Sorry.

Ask:

What happened this time?

Susan kept repeating her refusal in a firm way without excuses. She wasn't manipulated into feeling guilty and wouldn't allow the point of the conversation to be turned into a matter of trust but stayed with the issue of money.

Note that assertive here means being as strong as the other person.

In the second situation, Mary has had a group of friends over for dinner. It is getting late and one of her guests obviously has had too much to drink to drive home safely.

Scripts IIA:

John: Mary, I'd like one more for the road.

Mary: I'm sorry, bar is closed, I've put everything away.

John: Oh, here's the scotch, I'll just pour myself another little shot.

Mary: I really don't think you should have any more before you drive home.

John: What? You think I can't hold my liquor? I'm a good driver! Do you think I'm a drunk or something?

Mary: Of course not.

John: Well, that's better (as he downs the scotch). I'm off. Thanks for everything.

Ask:

What happened this time?

Again, excuses (she hadn't put everything away) and allowing the issue to change to a personality question.

Script IIB:

Let's try it again!

John: Mary, how about one more for the road?

Mary: No, John. I don't serve drinks for half an hour before people go home.

John: What? You think I can't hold my liquor? Do you think I'm a drunk or something?

Mary: That has nothing to do with it. I just don't serve drinks before people have to drive home.

John: Oh, come on. I thought you were a friend.

Mary: Do I have to do something that goes against my standards to be your friend?

John: Standards! Wow are you something! What's wrong with a little drink?

Mary: No, John. I want you to get home safely. I don't want you to take a chance and perhaps get in an accident because I let you drink too much.

Ask:

What happened this time?

She repeated no firmly and didn't allow herself to be made to feel guilty. She used a standard and not an excuse. She also used her credit by asking "Do I have to do that to be your friend?"

Now let's try one more response pattern:

Script IIC:

John: How about one for the road?

Mary: I've put everything away.

John: Here's some scotch. I'll just have another shot.

Mary: I really, um, don't think you should, um, have any more before you drive home.

John: What?! You think I can't hold my liquor? Do you think I'm a drunk or something.

Mary: Yes (angrily). I do think you're drunk!

John: Well (downing the scotch) I'll just show you. I can drive as good as anybody.

Mary: Just go kill yourself then! (still angry)

Ask: What kind of a response pattern was this? Did it solve problems or create new ones?

The pattern of letting oneself get backed into a corner and having to "fight" their way out is very common. It is neither a good friendship nor assertive skill.

Here is another example.

Script IIIA:

You have been dieting for weeks and have managed to take off a few pounds. You go to a friend's house for a dinner party and she absolutely insists you try some of everything and have doubles.

Ann: Have some of this.

Bob: Oh, I really shouldn't. I'm on a diet.

Ann: Oh, diets don't count on Saturday night.

Bob: Well, maybe, but I need to lose more weight.

Ann: But you've lost so much weight; a little nibble won't hurt.

Bob: Well, maybe just a bite.

Ann: This cheesecake is my specialty. It takes twelve eggs and two hours to make, not to mention one pound of cream cheese.

Bob: Well, just a small slice.

Ann: Just try the homemade bread. It's worth every calorie.

Bob: Well, I guess I can go off my diet tonight.

Ask: What happened? Why?

Script IIIB:

Here is the same situation handled in a different way:

Ann: Have some of this.

Bob: I'm on a diet, and it's important to me to stay on it.

Ann: Oh, diets don't count on Saturday night.

Bob: For me, my diet counts every night.

Ann: But you've lost so much weight, a little nibble won't hurt.

Bob: Thank you for the compliment.

Ask:

What happened? Why?

Script IIIC:

Let's try one more response pattern.

Ann: This cheesecake is my specialty. It takes twelve eggs and two hours to make, not to mention one pound of cream cheese.

Bob: It looks delicious. If I weren't on a diet, I'd love to have a piece.

Ann: Just try the homemade bread. It's worth every calorie.

Bob: I know your bread is great, but tonight I'm going to pass it up.

Ann: I thought you were a friend!

Bob: You mean I have to go off my diet to be your friend?

Ann: I guess you are pretty serious about your diet. I am glad that you did come tonight, even if you can't partake of it all.

Ask: What happened? Why?

In this case Bob used his credit and refused repeatedly.

Have the audience contribute to a list that summarizes the major points of peer pressure resistance. These points can be listed on a chalkboard, flipchart, or overhead. You may also use the "Gentle Art" overhead (xerox master, page D-22).

Summary of Techniques to Resist Peer Pressure:

Do:

Say no repeatedly.
Cite a standard.
Stick to the issue.
Use personal credit.
Recruit a friend.
Delay the decision if necessary.
Terminate the conversation if nothing else works.

Don't:

Back down.
Make excuses.
Feel guilty.
Allow the issue to be changed.
Be bullied.
Delay unless you can't deal with the problem immediately (it will come up again).

The most effective way to begin to use peer pressure resistance skills is to practice in a non-threatening situation. Have your groups break into subgroups of 4-5. Each person will be subjected to "pressure" from other group members on a selected topic. They need to say no, or use three resistance techniques as just covered, to resist the pressure. Each person will be subjected to pressure for 1-2 minutes.

To select topics, have individuals select a situation they feel is difficult for them personally. They may either respond to their situations or trade within the subgroup.

Remind the groups that a key skill is to be firm -- matching body language to words.

Hand out lists of the WAYS TO AVOID PEER PRESSURE.

Ideas include:

- Pressure to get in a car with a driver who has been drinking.
- Pressure to use cocaine at a party.
- Pressure to shoplift.
- Pressure to lend money/clothes to an unreliable acquaintance.
- A family member wants you to babysit excessively.
- A family member expects you to make house repairs for him.
- A family member always expects to be "bailed" out of trouble.
- Your church group expects more and more volunteer work.
- Your husband expects you to work, maintain the house, and care for the kids.

Have the members of the subgroup take turns pressuring each other.

Each person needs to practice responding in an assertive way. Watch for firm body language. Allow no excuses and no issue changes.

personal chart

(10 minutes)

An activity on personal patterns leads into a discussion of role models.

Use the handout PERSONAL CHART, xerox master, page D-27.

Fold the sheet so just the column labelled "Favorite Things" shows.

Put yourself in a happy place and think of 10 or more things you really enjoy doing, as an adult, as the person you are now - things that give you joy, that you look forward to doing, or for which you make time.

Allow 2-3 minutes, also allow a little time between each additional column.

Now open the worksheet. In the column marked "Alone" make a check next to the things you do alone, all or some of the time.

In the column marked "Family" check if you do these with your family.

Check in the "Favorite Person" column if you do these things with a very special person. A "Favorite Thing" can have checks in all three of these columns.

In the "Last Time" column, record when you last did each activity, e.g., this morning, yesterday, last week, last month.

Under the "Cost" column record how much it costs after the initial investment, e.g., a family picnic wouldn't include cost of the car. Do you have some inexpensive interests? Do you ever spend money on yourself?

In the "Alcohol-Tobacco" column, check if you would usually use alcohol or tobacco when doing these activities. If "having friends for dinner" is a favorite pasttime, and you usually serve wine, you would make a check. (Some people find it surprising when they add coffee/pepsi to the list.)

And in the "65" column, put a check if it is an activity you will still enjoy when you are 65.

Now review your own chart and look for your patterns. Do you have a good balance of things you like to do alone and with others? If not, why not? Maybe you would want to think about balancing your pattern.

Has everyone done one of their favorite things in the last day or two? Take a vote if you wish. If not, think about making time just for you, let yourself find more joy in life.

The next column is for a personal look at alcohol/tobacco (caffeine) patterns. Do you see anything you would like to change?

And the 65 column tells you whether you have developed interests that will carry you into another stage of your life. Now is the time to start hobbies that can be enjoyed when you retire.

These columns give you a chance to check yourselves to determine how well balanced your lives are. Also what kind of role model you are. Are you finding joy in a variety of ways and sharing that joy?

Allow 2-3 minutes.

You may want to mention that some people may have felt sad doing this if their support system has recently been changed, e.g., divorces, deaths, friendship losses.

Has anyone made any discoveries they would like to share?

The last column is a look at your personal role models.

Think of the person that helped you get started or learn to enjoy each of your favorite things and put their name or initials in the last column.

Allow a few minutes.

Take a vote, show of hands. How many learned over half of their favorite things from a teacher? A priest or minister? A parent? Another relative or friend?

Think of the characteristics of the persons that made you want to learn or from whom you learned to enjoy your favorite things!

Have participants turn to a neighbor and share a few characteristics.

Brainstorm a list and write it on a flipchart or blackboard. Summarize the list, emphasizing that people who show continued growth, joy, excitement, and enthusiasm are wonderful role models.

It is a heavy load for parents to realize all their bad habits are role models for kids. To counter that, we can share enthusiasm and joy of living as a possible addition to our daily role modeling.

role modeling

(10 minutes)

In this section, summarize the essence of positive role models as people who show joy in and excitement about living.

It is never so much the skills people teach as the essence of the person teaching those skills. As adults we still look for role models.

You may want to tell of personal role models here and expand the discussion on how they share enthusiasm for living and continued growth.

An activity called the TIME LINE, is often done with young people. Adolescents are asked to place, on an age scale from 0 to 100, certain behaviors and responsibilities according to when they think it is appropriate to begin behaviors or accept responsibilities. Behavior or responsibilities never seem to appear after age 20. When asked about the reason for feeling nothing could ever be started after the early 20's, one girl said, essentially, she will have done everything of importance or that's fun, by her early 20's and really considered life after that as downhill.

That opinion raises a lot of questions.

- Are we not transmitting adult life as exciting, fun, stimulating? What kinds of role models are we that kids generally view life after 20 as uneventful, unimportant?
- And the second issue that arises is the lack of hope that attitude can generate in teens. One of the high risk factors for kids is "lack of hope for the future."

If teenagers think that the teen years are the high point of their life, no wonder they get discouraged. In looking back, teenage years were exciting but difficult. For many, they definitely were not the best years of life.

If teens are having, in their viewpoint, insurmountable difficulties, and we say things like "What's wrong with you, it's the best time of your life?" "Why are you moping around?" what are we telling them? We are taking away their hope. If we can transmit to them that growth in adolescence is a time of trying out different patterns and that they will fail in some and succeed in some, that life doesn't go downhill, we will go a long way in reducing their risks.

Our importance as role models affects every aspect of life:

- We know our smoking and alcohol use habits affect our kids.
- We know our patterns of interactions with others affect young people's social skills.
- We know our faults are potential negative patterns.

And that can be a pretty heavy burden for us non-perfect adults. Being conscious of the fact that kids will do what we do and not what we say is a positive step, but none of us can be perfect role models.

A positive action we can all take is to examine our lives. Do we have some role models for ourselves that help us maintain joy and enthusiasm in life? Our most important "ROLE" is to share the joy of living, the importance of continued growth and enthusiasm.

We all complain about the bad, but we need to make a concentrated effort to celebrate the good, to share that life is fun.

Also discuss the importance of children seeing and sharing in the pain necessary for personal growth in adulthood. When they encounter problems they will have models for problem solving.

Example: Many parents hide problems from children or are even dishonest so children don't have a realistic view of either positives or negatives.

Also discuss the importance of setting examples to help children integrate traditional values with new cultural pressures.

post-survey and conclusion

(10 minutes)

Have the participants take a few minutes to fill out the post survey.

Schedule the next workshop.

Parent-Adult

Workshop III

SELF-RESPONSIBILITY

Objectives:

At the completion of the workshop, participants will:

- * have recognized the concept of self-responsibility as accepting both outward, obvious responsibilities as well as developing internal control.
- * have participated in three activities designed to increase awareness of personal levels of internal control.
- * have been exposed to several strategies to increase self-responsibility and internal control in young people.

Overview:

This workshop helps the participants become aware of personal attitudes toward self-responsibility through a series of activities and discussions. These can in turn be used by them with their young people.

Self-responsibility activities to use with youth groups can also be explored in this section.

Materials:

- * Time Line floorboards and cards (activity, page A-58 for instructions)
- * Control Auction handouts, fuzzy money, and certificates (xerox masters, pages D-32/35)
- * Chalkboard and chalk or flipchart and markers
- * Name tags
- * Approximately 15 pieces of scratch paper (1/4 pages are fine)
- * Pre-Surveys (optional; xerox master, page D-31)
- * Post-Surveys (optional; xerox masters, page D-39&40)

Optional:

* Overheads:

- Responsibility cartoons/internal control/victims & villains (xerox masters, pages D-36/38)

* Screen, overhead projector, extension cord

Agenda:

Allow 2 hours for program.

10 minutes	Introduction and Pre-Survey
25 minutes	Time Line of Responsibility - Activity or Control Auction - Activity
10 minutes	Responsibility - Internal Control
12 minutes	Recognizing Feelings - I Feel - Activity and Discussion
15 minutes	Break
10 minutes	Accepting Responsibility for Actions - Discussion
15 minutes	Villains and Victims - Activity and Discussion
10 minutes	The Rescuing Game
5 minutes	Post-Survey and Wrapup

introduction and pre-survey

(10 minutes)

Introduce yourselves and explain that the workshop covers the development of self-responsibility.

We would like to start the workshop by having you fill out a brief questionnaire. This will help us assess our ability to meet the program objectives. The surveys are anonymous.

Allow 7 minutes and then collect.

Key to Pre and Post-Surveys, SELF-RESPONSIBILITY:

1. d 2. d 3. a 4. c,d
5. flexible answers can include:
 - decides how to act in a situation instead of reacting in a pattern
 - accepts responsibility for actions and feelings
 - tunes into feelings
 - doesn't allow uncontrollable external influences to unduly determine feelings or actions
 - decides if actions or feelings are what they want

time line of responsibility

An alternative or additional activity to the TIME LINE is the CONTROL AUCTION, the next activity.

These two activities are used to generate a discussion of self-responsibility.

(25 minutes)

Time Line Floor Board: Divide a 16 foot strip of butcher paper into sections of 1 foot each. Write the following age ranges in the sections: 0-5, 6-7, 8-9, 10-11, 12, 13, 14, 15, 16, 17, 18-19, 20-25, 26-36, 37-55, 56-on, never.

Make up 5x7 cards, each with one of the following responsibilities or behaviors: use snuff or chewing tobacco, first marijuana cigarette, begin smoking, marriage, establish independent living quarters, staying with friend whose family you don't know, first boy-girl party unchaperoned, 12:00 weekend curfew, staying alone, first can of beer, first kiss, first date, assume financial responsibility for dates, first car date, first puff of a cigarette, paid for household or farm chores, allowance, first sip of wine, allowed to drive, taking first job, glass of wine at family dinner, first boy-girl party, first love relationship, alcohol at parties, taking family car, experience being drunk (or make up your own).

Before the activity begins, put the TIME LINE on the floor and allow sufficient space for your group to stand or sit around the floorchart. Explain that you will be starting with an activity to discuss when people should assume different responsibilities and behaviors. If the group is large, divide the participants so you have 10-20 in a subgroup. Have your group leaders move the activity along quickly, so it can be completed in 25 minutes.

Have each group gather around a Time Line Floor Board (already on the floor). Pass out all behavior cards to participants (each participant should have one or more). Call attention to the "never" category. Have each person place their card(s) face down, without discussion, on the age when they feel it is appropriate to begin the behavior or take the responsibility. The cards are ambiguous to generate more discussion. Then, start turning up cards at the youngest age. Anyone may challenge a card's placement and move it. The person who originally placed the card may choose to defend their placement. Group consensus (vote if necessary) will determine final placement.

Discussion:

How do the differences among adult views affect how your children feel about assuming responsibilities?

How many of you used yourselves as a model?

How many of you placed the cards for an ideal situation?

How many placed the behaviors, not as you would ideally have them, but where you saw them realistically occurring?

Did anyone change their viewpoint because of the discussion?

(Usually this does not happen.)

Is the actual age when the responsibility can be assumed important?
How can children become more responsible?

Have the group return to chairs. Summarize the activity like this:

In watching the group(s) work, there were some real similarities and some very strong differences. We all have different viewpoints on when certain responsibilities should be transferred to children, on how and under what conditions. Did any group entirely agree on the TIME LINE? Young people have definite ideas on this transfer, too.

Given the differences among each other and between adults and children, the simple fact is that the journey into assuming self-responsibility needs to be made. This often takes a great deal of negotiation because every situation and every family is different. The journey into assuming responsibility for ones self is a personal journey. We can't make that journey for youth. Strategies we will cover are some ways to help us make it easier.

control auction

(25 minutes)

Pass out \$200 in "fuzzy money" and auction lists (see xerox masters on pages D-32/35). Have participants decide how they would like to spend their money. Have them note this in Column I of the auction list. Some may wish to spend all \$200 in one place, others may want to divide their money on several items.

Explain the rules:

1. This is an auction in which you can "buy" control of certain aspects of your life. You will be bidding against each other for the control or controls that you want. Each person will start with \$200 of "fuzzy money."
2. If you bid and do not have enough money, the item goes to the next highest bidder.
3. You must keep your own accounts on your worksheet - which is also your checkbook. Keep track of what you spend!
4. No borrowing or sharing of funds is allowed.

Auction quickly and with humor.

Discussion:

How many of you actually bought what you listed in Column I? Why or why not?

Many times just like in real life we get caught up in something that seems important at the minute that wasn't originally a value, we lose sight of our original value. Other times something may seem to "cost" more than we are willing to pay. Peer influences often changes our minds very much like it does with children.

Hand out the control certificates (xerox master, page D-34). Have participants fill in the blanks with three very real actions to gain control of one of the items they bought (or they may write a contract for an item they really wanted to buy and didn't).

Examples of possible contracts:

- | | |
|-------------------|--|
| My health | - exercise
- good food
- make time for fun |
| My income | - job training
- persistence
- enlisting friends/family support
(babysitting pools, etc.) |
| My child's values | - role model or live values and not just talk about them
- respect child as valuable person so they respect you and in turn respect your values |

- help them "think for themselves" instead of forcing values down their throats

How realistic is it to gain control of the item you bought? Are there ways to actually move toward having "control" over those aspects of your life? How real or appropriate is it to want or to have control of your children's values and actions? What role does the child's age play? What are "real" steps that can be taken to influence children?

Summarize by leading into the following activities as strategies that will help answer those questions.

my

responsibility - internal control

(10 minutes)

The last activity introduced self-responsibility as transferring control over the physical necessities of life.

This section discusses another level of self-responsibility: the development of a viewpoint of life where a person assumes the responsibility for personal feelings and actions.

The following is a suggested outline:

What is self-responsibility?

Becoming responsible for one's self is a process and not an end point.

It includes the kinds of outward activities we discussed on the TIME LINE or CONTROL AUCTION, plus things like doing homework, finishing projects, holding down a job. But it also involves the development of a viewpoint of life. A viewpoint that most of us as adults are still developing.

It involves the gradual realization of who ultimately is responsible for what happens to us. It involves gradually taking the reins of our lives into our hands. Self-responsibility is the development of self-concept that includes the realization that "I am what I make myself;" "I can affect what happens to me;" "I alone decide how I feel;" "I can take control of my own life" (overhead masters, pages D-37&38).

We often can't control external events in our lives; the things that happen to us. But we can control how we react to them, how we let them make us feel.

Control is a key word here. Are our actions and feelings controlled by ourselves INTERNALLY; or are we predominantly affected by EXTERNAL influences, what people say and do to us?

The impact of this section will be much greater if you can use several examples of people you know who have overcome difficulties and illnesses to maintain positive outlooks on lives.

For those who were present in the first workshop on self-esteem, remember the PRE-TEEN and ADOLESCENT flashback activities? From where did the control of our good and bad memories come?

Positive and negative feelings were mostly externally controlled -- awards, compliments, interactions with friends. There is a reason for that. Internal control develops with time and conscious effort.

Development of internal control, as a form of self-responsibility, is not an easy goal. This is emphasized by looking at the adult population. A large portion of the "mature" population never have taken control of their own lives. They go to work and raise families. They have assumed the first level of self-responsibility, but

- Think of your acquaintances who blame others for the problems in their lives; they are "victims."
- Think of people who expect someone else to take care of them -- Uncle Sam, a wife, a husband.
- Think of people you know who don't take care of themselves physically and then are upset when the medical profession can't make them well.

These are examples of people who have given control of their lives away.

Many people haven't even started on the second stage of self-responsibility. Many of these people have a "victims' syndrome" because they have given the control of their life away. When someone says, "It wasn't my fault, he did it to me;" it is really detrimental because he is saying "I am not in charge, I've given away my power."

Internal control is choosing how to react to a series of external events. This can be illustrated by two people trapped in a traffic jam -- sitting side by side in two different cars.

One person is saying, "This traffic is ruining my day! I have to be across town in 5 minutes. It is really upsetting me! I'm upset, I'm furious!" Acid is pouring into that person's stomach.

The other person is saying, "I don't like this situation, but I can't do a thing about it. I'm not going to let it ruin my day. I'll just take a deep breath, listen to some music or make a list. It might be the only time I have to think all day."

Two people, same situation - one is simply reacting, the other is choosing how to react. Which is more healthy?

Developing internal control takes time. It means thinking about ourselves and helping children to think about themselves in new ways. Learning not to give away the control over your life and helping kids learn not to give it away is difficult but very important. Children learn what they see.

recognizing feelings, I feel

(12 minutes)

Learning to "tune in" to and pay attention to feelings is a very important step in learning to take control of one's life. How can we understand, and how can kids understand, what is needed if we ignore feelings?

A pattern with children and adults too, is to say "well, my friends want," "everybody feels," "my spouse wants," "my parents feel." The pattern is rarely to think for oneself and say "I need or I feel."

Many times we get trapped into taking care of the feelings of everyone else and ignoring our own - or - trying to please other people and ignoring our own needs - or - just going along with family or friends and not deciding for ourselves.

Tell the participants to think of three emotions they are feeling. Make sure they do not put down "physical" feelings like tired.

The emotions can be from different aspects of their lives. Try to think of several types of feelings. Have them write "I feel ..."

Examples:

"I feel joyful" (maybe something wonderful happened at home)
"I feel frustrated" (with a problem I'm having)
"I feel anxious" (some big event is coming)

Have the participants keep their lists to use after the VILLAINS AND VICTIMS activity.

Discussion:

How easy or difficult was it for you to identify feelings related to different aspects of your life? In a normal day do you find yourself identifying feelings? Do you see your children paying attention to their feelings? (E.g., when their friends want to do something and they don't) How can we help kids start "feeling" for themselves?

Like using a little-used muscle, it can be hard and sometimes painful to try to sort out personal feelings. Group dynamics have a real suppressing effect on identification of feelings. Yet identification of feelings is an essential part of a child's ability to resist peer control.

Two ways to help youth be aware of personal feelings:

- Ask kids how they feel about things.
- "Tune in" to feelings ourselves. The most effective way to help children is when they see it being lived.

break

(15 minutes)

accepting responsibility for actions

(10 minutes)

In this section, an activity followed by a discussion will encourage participants to look at their own level of internal control.

One way to initiate thoughts of internal control is by an activity called TAKING RESPONSIBILITY. The best way to explain this activity is to have you try it.

On a sheet of paper, make 3 columns. Think of about five things you do, fairly often, that you really don't like to do. Things you feel you HAVE to do, that you feel trapped into doing.

Write, using the format, "I have to ..."

You may want to give some examples of your own or use these: attending a board meeting, eating that dessert you really didn't want when a friend baked it, scrubbing the floor, getting up at 6:00 when you'd like to sleep until 7:30. A list for kids might include "going to school," "cleaning my room."

Now, cross out the have in each sentence and put choose.

Is it true that you have chosen to do that? (Many people may argue they have no choice, don't pursue the point yet.)

Allow for discussion.

Let's look at your alternatives. Select your least favorite statement to expand. Think of 7 or 8 alternatives, other choices, you could make in that situation. Remember to include some you may have subconsciously discarded as unusable. Also try to think of new possibilities.

Give a personal example, or use this one.

Example	Choices	Outcomes
I <u>choose</u> to go to the board meeting:	I could just not go. I could send someone else. I could quit. I could make up a lame excuse.	

See if anyone wants to share an example and their choices. Write it up on a flipchart or chalkboard.

If you have an example, you may have the group as a whole, list possible outcomes for each choice. Decide which choices are acceptable, considering the outcomes, and write an A beside it. Mark out unacceptable choices. (This is optional.)

You should point out that people are responsible for the choices they make. There are alternatives. Choices may be made because none of the other alternatives are feasible; choices may be made because a person has never thought of any other alternatives. Either way, the choice and the action is the individual's responsibility.

Give a personal example of a time you changed your idea about a "trap."

The purpose of the activity is not necessarily to come to a new choice. However, that sometimes is a nice side benefit. It is to change how the participants look at and feel about the choices they have already made:

- to realize they do have a choice (no one is physically forcing them to make that decision).
- they are probably doing what they are doing because it is the best choice in the circumstance.
- to get rid of the "trapped, passive, out of control" feeling that comes with saying "I have to."
- to look at their choices. Are their actions good choices or should a change be made? Are they trapped because they haven't taken time to find a better choice?
- to be aware of not consistently modeling an "out of control" attitude.

Did anyone find a new choice that would work? Usually people don't in this short time.

Do you have a viable choice? Why or why not?

How do you feel about your original statement?

Do you still feel trapped by them or do you now feel that you control those choices?

When applying this idea with children watch for times when kids blame actions on siblings, friends, "He made me do it." Try to help kids realize that the action was their choice. Help them accept responsibility for their actions.

How can we assist our children in developing a sense of internal control?

The first thing to remember is that children cannot, developmentally, assume true internal control. This cannot happen until mid teens.

But we can start to lay the groundwork and set patterns for self-responsibility in very young children and continue to build as the child matures. Here are some simple steps we can take.

1. Natural consequences:

Think of some personal examples or use these:

- the child forgets lunch or homework (if the parent makes a special trip to school the child receives special attention and reinforcement for not being responsible).
- the child picks a fight, insults another kid (if the parent rescues the child from the other kid the child gains a subconscious feeling that I can act badly and not get hurt).

Without experiencing "natural consequences" for their actions children can develop the subconscious feeling that risk taking may be rewarded by attention and they won't get hurt; "something will work out" even if they don't take care of themselves.

Share some personal examples here or use examples like the African tribe that does not physically prevent their children from crawling toward the open fire pit. The children are warned but then allowed to experience the heat (the consequences) if they do not heed the warning.

2. Give them choices early.

A very important step is to provide choices:

Start giving children non-life-threatening or harmless choices and let them experience the consequences.

Examples:

- Let them select what they will wear by the time they are in grade school or earlier. If it is a bad choice they will find out and choose better next time.
- Let them choose chores/or chore schedules. (Natural consequences would be that if they don't complete the work then you decide next time or you charge them.)
- Give them a clothing allowance and let them shop instead of buying their clothes (work gradually into this as they get older).

If you wait until children are 15 to give them choices the situations may be life-threatening. They won't have practice using skills to make those choices.

Emphasize that children must be allowed to carry through on their choices and that includes letting them experience the problems associated with their decisions.

Another way to help young people develop "choice" skills is to use activities. Let kids talk about the alternatives and consequences in different situations. Some of the decision-making activities are excellent for this (pages C-51/79).

3. Model "accepting responsibility for actions."

Continue to develop personal "internal control." Adults with a good sense of internal control give kids a pattern.

If you catch yourself saying "they made me or I have to" change that pattern to "I have decided to or I choose to."

4. Be flexible.

Set limits but allow for some flexibility of the limits. Be willing to negotiate, but have some pre-defined consequences. An example of this might be for curfew. Mutually decide on a reasonable time but if the curfew is exceeded the young person must realize some other privilege will be given up.

Let the kids win sometimes. This is important for a couple of reasons. It can:

- Give them a model for letting both sides "win" so they don't feel they are losing if they compromise.
- Let them know they can win if it is important to them. If they never win, they will never believe they can control their lives.

5. Openly discuss who is ultimately responsible for a person's life.

Summarize by pointing out that this activity can begin children's understanding of the internal control portion of self-responsibility.

villains and victims

(15 minutes)

Accepting responsibility for feelings is discussed in this activity.

In this section, participants will have a chance to evaluate their control over personal feelings in given situations -- how much they control their own feelings or allow these feelings to be controlled by others. Introduce this as an activity that can reinforce the ideas of internal control. You may wish to explain VILLAINS AND VICTIMS like this:

A third step in helping children and adults take control of their lives is helping them take responsibility for feelings.

VILLAINS AND VICTIMS is a fun activity that illustrates this concept.

Think of a recent incident when you felt someone was unfair, mean, or took advantage of you; a time when you were particularly upset. Write it down. Now, choose two neighbors as part of your team, and separate into groups of three.

You are each to take turns playing a "victim." Explain the situation you have written down to your companions, and stay entirely in the role of a victim.

That is, describe what people did to you.

"He made me have an accident."

"She made me so angry that I broke the lamp."

"The clerk really took advantage of me and overcharged me."

"My kids are driving me crazy."

"My husband upsets me so much, that I'm overeating and getting fat."

You can expand briefly on your situation, but stay in the role of the victim. (You may want to limit each description to 1-2 minutes. People love describing their victim roles.)

The two listeners in each group must make sure that each victim stays in the "victim" role, and blames all his feelings on someone else.

Now go through your group and have each victim name:

1. the "villain" in each example. The "villain" is the person or thing on whom you are placing the blame for how you feel and what you do.
2. the feeling(s) in the situation. Example: In the store clerk example, the feeling was anger with the clerk on the first or most obvious level. Usually there is another, associated feeling. In this case it might be frustration with one's self for allowing the situation. (Other associated feelings include

hurt feelings and frustration at being out of control of the situation.) Not all examples have a second level.

3. Now, return to the statements where you were a victim. Explain the situation again. This time take responsibility for how you were feeling; not for the incident, many are things we can not change, but your feelings and reactions to the incident.

For example: "I let myself get upset when my husband comes home grouchy. I handle my frustration by eating."

"I didn't confront the clerk when she overcharged me. Now I am upset with myself."

"I am allowing my kids to irritate me. I have chosen to be annoyed instead of changing the situation."

4. When that is completed make a list of five or six people/things/events you keep as personal villains. These are people or things on which you blame your problems. You won't have to share these unless you wish. Examples of people villains could be spouses, parents, children, bosses, legislators, doctors. Examples of thing villains can include the economy, the job, Uncle Sam, your health, your financial status.

(This list is summarized on an optional overhead, xerox master, page D-36.)

See if the groups want to discuss their "villains." If so, allow 2-3 minutes; otherwise go on. It's very effective if you can discuss a personal villain that no longer controls you.

Lead a discussion with the entire group.

How did you feel as a victim?

What emotions were you feeling?

Were those emotions hiding other feelings?

How did the feelings change when you assumed responsibility for them?

Which way is more comfortable?

Sometimes feelings (like anger) are healthy because they can cause action, however sometimes they are harmful. Sometimes the person, or event, isn't really very important or the situation can't be changed. Letting go of anger in those cases may reduce stress. Each person should be able to take control and at a minimum look at their feelings and make the choice.

You may conclude the discussion like this.

Taking this kind of internal control requires us to give up some of our favorite villains -- mates, bosses, neighbors, the economy; and our kids to give up their favorite villains -- parents, teachers, siblings.

The point that needs to be emphasized in summary is that it is certainly true that unfair or cruel things happen to us, but it is our

choice how we respond -- and most important that no one "makes" us feel a way if we choose not to be affected.

Do the participants agree with this? Why or why not? Why is it important to realize this can be a choice?

Strategies to help kids accept responsibilities for feelings include:

1. Modeling - if you pattern "they make me mad," "they drive me crazy," try to catch yourself.
2. Discuss the ideas covered in this section with youth. If your child comes in saying another child is ruining their life, talk about whether or not that child wants to give control away to someone that hurts them.

End this section with a summary of the three points:

1. Recognizing feelings.
2. Accepting responsibility for actions.
3. Accepting responsibility for feelings.

the rescuing game

(10 minutes)

The fourth area to emphasize in helping children gain a sense of control in their lives is to avoid the "rescuing game."

Explain the different roles. The RESCUE GAME can have three different types of participants: a Rescuer, a Victim, and a Persecutor. The Victim usually assumes the attitude "help me," the Rescuer usually assumes the attitude that "people need help, they cannot help themselves," and the Persecutor usually assumes the role that "I'll have to help you but it's your fault that you cannot do something yourself."

People often assume different roles depending on circumstances. An example of the switch in these roles is a nurse whose favorite role may be Rescuer with patients, but may turn to Victim when dealing with a doctor. A mother may be a Rescuer with a child and a Victim with a husband. A father may be a Persecutor with a son and yet be a Victim when it comes to an alcohol problem. People assume these roles because it is comfortable or because they are unwittingly forced into the role.

Families can be primary influences in putting members into Victim positions. A parent that acts as either a Rescuer or a Persecutor forces the child into the Victim role. Forcing children into the role of a Victim robs them of their personal sense of control or power. It reinforces a child's belief that they really do not have control over their lives and cannot take care of themselves. The parent by being a Persecutor, robs the child of power. The same thing happens when the parent acts as a Rescuer and does tasks for children that they are perfectly capable of doing themselves.

Have each participant spend about 5 minutes thinking of and writing down some aspects of their lives in which they play the three respective roles because they choose to do so (also with whom). Some examples for a child might be:

Victim: "I don't have time to put away my laundry, mom."

Rescuer: "She was just trying to help me." (protecting younger sibling)

Persecutor: "You should be able to do your homework but you just don't seem to be able to. I'll just have to help you." (with school friend)

After that is done, have the participants spend a few more minutes thinking of situations in their lives when they have been forced into being victims (as opposed to the first examples in which they chose the role), then rescuers, then persecutors.

Examples for children would be:

Victim: Your family does not allow you to make decisions on how to spend your allowance.

Rescuer: Your friend can't finish his homework so you give him yours to copy.

Persecutor: Your sister won't return your things that she borrowed without you nagging at her.

DISCUSSION: Think of how you felt being a victim in the first situation. Were you comfortable? How does that compare with the second situation in which you were forced to be a victim? Why is there a difference? How would you feel if people would not let you be a victim? Why? How do you feel when you are forced to be a victim?

Participants will usually feel very comfortable in the Victim roles that they choose and not really want to change. Awareness of the roles will have some impact on participants decisions to become victims in the future. They also need to be aware that it is okay to choose the roles if they do not force someone else into an unwanted position.

Summarize the four points, emphasizing the strategies and activities are designed to help increase the feeling of being in control and being responsible for ones' own life.

post-survey and wrapup

(5 minutes)

Handout post-survey. Explain that the questionnaire is anonymous and helps you to determine your effectiveness.

Parent-Adult

Workshop IV

DECISION-MAKING SKILLS

Objectives:

At the completion of this workshop, participants will:

- * have reviewed basic theory of decision-making and skills needed for good decision-making.
- * have reviewed strategies to use with young people to improve decision-making skills.
- * have participated in a minimum of 5 activities designed to improve decision-making.
- * have worked through a personal decision-making exercise.

Overview:

This workshop reviews decision-making in the context of meeting needs. Participants will review basic decision-making skills through a series of activities. These activities in turn will be used with youth.

Materials:

- * Name tags
- * Flipchart or chalkboard
- * Needs floorboard and cards (page A-78 will explain construction)
- * 15 1/4 sheets of paper per participant
- * 1 alternatives worksheet (ACCEPTABLE OR UNACCEPTABLE, xerox master, page D-51) per participant
- * Riskometer floorboard (activity and construction instructions, page C-73)
- * Riskometer handouts, alternate worksheets (xerox masters, page D-42 or D-52)
- * Decision-making worksheets (xerox master, page D-54)

Optional:

- * Decision-Making overhead (xerox master, page D-43)
- * Pre and Post-Surveys (xerox masters, pages D-41, D-55&56)

Agenda:

Allow 2 hours for workshop or two 1 hour sessions..

- | | |
|--------------|---|
| 10 minutes | Introduction and Pre-Survey (optional) |
| 35 minutes | 3 Decision-Making Activities |
| (45 minutes) | (4) Decision-Making Activities (optional) |
| | * Needs |
| | * (and/or) Riskometer |
| | * The Most Important Thing |
| | * Alternatives |
| 10 minutes | Break |
| 5 minutes | Discussion of the Activities |
| 5 minutes | Tuning into Personal Techniques - Activity |
| 10 minutes | Awareness and Meeting Needs - Activity and Discussion |
| 5 minutes | Deciding on Important Outcomes - Activity and Discussion |
| 10 minutes | Finding Creative Alternatives - Activities and Discussion |
| 5 minutes | Troubleshooting - Looking at Outcomes |
| 10 minutes | Putting the Pieces Together - Subgroup Activity |
| 5 minutes | Post-Survey and Wrapup |

introduction and pre-survey

(10 minutes)

Introduce yourself. Briefly outline the workshop agenda and the process which include:

- breaking up into subgroups to use activities that can help both adults and youth improve awareness of good decision-making skills.
- looking at personal decision-making strategies.
- a sample application of decision-making skills in personal situations.

Have participants fill out the brief surveys.

We would like to start the workshop by having you fill out a brief questionnaire. This will help us assess our ability to meet the program objectives. Please do not put your names on these.

Key to Pre and Post-Surveys, DECISION-MAKING:

1. b,c,d,e
2. a,b,d
3. a,b,d,e
4. d
5. flexible answers include: using available resources
brainstorming with others
consciously trying to see past cultural
or social barriers
looking at the problem from many
different perspectives

3(4) decision-making activities

(35-45 minutes)

Decide if you wish to use 3 or 4 activities. Explain the process of the decision-making subgroups. You may conduct the activities in one of the following three ways depending on your audience size and level of experience with such activities. These options include:

OPTION 1: Divide group into 3 or 4 subgroups. Have "stations" set up with a group leader at each. Rotate the subgroups through each station. It will be important that each group leader keeps to a time frame of 10-12 minutes per activity (use with a large group of parents, for example).

OPTION 2: Divide into subgroups of 5-10. Have one group leader lead participants in their subgroup through all activities (no rotation of stations).

OPTION 3: Divide participants into subgroups of 3-4. Have each member of a subgroup be responsible for presenting and leading one of the activities to the others in the subgroup. (This is good for an audience with some group process skills. It does require more sets of activity materials and copies of the activities for each participant.)

needs

(10 minutes)

This activity is designed to increase awareness of personal and human needs as a decision-making skill.

Before the workshop make these materials: Prepare a large chart (butcher paper is good) to use on the floor or table. It should be at least 5 feet long. Divide it into 5 equal segments and label the segments physical, intellectual, social, emotional, spiritual. Prepare needs example cards, one example per 5x7 card: taking a class, deciding a new way to solve an old problem, drinking a glass of water, having lunch, listening to good music, having friends to dinner, listening to a good speaker, accomplishing a goal, shopping with a friend, saying a prayer, a walk in the park, sharing an idea with a friend, learning to balance a checkbook, complimenting a co-worker, taking a nap, fastening a seat belt, receiving a compliment, having a baby, joining an organization, giving a friend a hug, watching the ocean. Also have blank cards or 1/4 sheets of paper for each participant.

Explain that understanding and being able to identify personal needs is a basic skill in making a good decision. 94

If a person doesn't understand their needs, they can't decide how best to meet those needs. Every decision, or the motivation for every decision, is based on a very real human need. By understanding the basic underlying need, it is easier to identify the most healthy way to get that need fulfilled.

Explain that all people have needs that can fall into 5 categories: physical, intellectual, social, emotional, spiritual. Give a couple of examples of each from the list below (or make up your own).

Hand out several "need" example cards and a blank card (or a 1/4 piece of paper) to each participant. Have each participant write down on the blank card (or paper) an example of a personal need they have. Have the participants go to the board and place both the example and personal cards face down on the segment of the board they feel is best represented by their example. Turn up each example and have the group discuss why that example represents that type of need. Be sure not to comment in a negative way on any of the needs or placements. Ask what needs are common to everyone. It becomes obvious that most behaviors fall into several categories of needs.

Discussion should show how one action can meet several needs and also that a certain need may be met in several ways.

Examples of different types of needs:

PHYSICAL: eating, sleeping, resting, exercising, fulfilling sexual needs, safety from physical harm.

INTELLECTUAL: learning and thinking about a wide range of subjects, learning to communicate, learning to use information.

SOCIAL: making friends, establishing working relationships, interacting with other people.

EMOTIONAL: giving and receiving love, maintaining a positive self-esteem, expressing all types of feelings such as happiness, joy, excitement, anger, depression, fear, hostility.

SPIRITUAL: developing a set of values, thinking of self as related to universal standards and issues, enjoying beauty.

riskometer

This activity may be used with or instead of the NEEDS activity.

(10 minutes)

Participants will see how the risks and choices change with different circumstances. Participants will experience the influence of peer pressure.

Before you begin this activity, lay out the floor Riskometer (see page C-73 for instructions). Be sure there is sufficient room for your group to stand around the floor board.

Pass out Riskometer worksheets (xerox master, page D-42) and pencils/crayons.

Tell them that they are going to play a game that will let them find out what kind of risk takers they are. They can pretend they are 12 years old or play as themselves.

Explain that the first part is like a TV game where they all have been given \$10.00 to play any way they want.

Read the choices. Tell them that, in the first row, they should play as themselves, to put an "X" in the circle they choose. When the first is "Xed," have them play again as a poor person; then a rich person.

For the second section, read the question and point out that if they were to use this activity with children they might wish to give the group the following information on alcohol. Remind them that they are now playing as teenagers.

- * For a normal-sized 17 year old, 1 drink over a 2-3 hour period would probably not impair your driving ability.
- * Two drinks may impair your ability depending on circumstances.
- * With 3 or more drinks you could be sure your judgment and reaction time would be dangerously affected.

Read the circumstances.

After all of the questions have been answered, have the group move to the Riskometer on the floor.

Tell them this is how to "measure" what kind of risk taker they are in comparison with their friends. Explain that the numbers on their chart correspond to the numbers on the floorchart.

Reread the questions and have the participants stand around the numbers they checked. Make sure they understand that there are no right or wrong answers. There should be a lot of movement on the floor scale as you read through the questions. During the activity point out that usually one or two people end up by themselves. This can be used to discuss the feelings of being different in relationship to peer pressure.

After the first section you may ask:

Why did you change when the circumstances changed? Would you have made a different decision if you could have seen what everyone else was doing? If you were "different" (in the minority on a choice) how did you feel?

Summarize by making the point that different situations have different risks; choices can change if conditions change. What is right for one person isn't necessarily right for another.

the most important thing

(10-12 minutes)

This activity introduces the idea of setting priorities.

Pass out 10 3x5 cards or slips of paper to each participant. Have them write the 10 most valuable things in their life. This can be qualities, people, possessions, etc. Have them write one thing per card. Allow several minutes.

Now tell participants that circumstances in their lives have suddenly changed and they have to give up one card (thing). Which one can they give up?

Have them take that card from the pile and write a "1" on it and put it in a separate pile. Then have them give up another card and number it "2." Continue down to "10," the most important thing in their life. If taken seriously, this activity can be very difficult but very rewarding.

When completed, explain that members have now made a personal priorities list.

Was it difficult to "give up" your most important things? Why?
Was it difficult to decide which one was most important? Why? Do you think there are times when setting priorities would help you make a difficult decision?

alternatives

(10 minutes)

Pass out the alternatives worksheet (ACCEPTABLE OR UNACCEPTABLE, xerox master, page D-51). Have the participants put themselves in the place of a teenager for the first example. Have the group use an adult concern for the second situation.

Work through the situations and ask the discussion questions.

Ask members to share their alternatives. Ask: What makes an alternative unacceptable to you? Do all your friends feel the same way? Why would an alternative be unacceptable to one person and acceptable to another?

break

(10 minutes)

discussion of the activities

(5 minutes)

At the completion of the three or four activities bring the participants together into one group.

Point out that these are diverse types of activities that can be modified for use with many groups.

The process, summary of the activities, should include these points:

• NEEDS:

The activity may be used with any age group to increase awareness of needs as motivations for behavior, looking for underlying needs in decision-making, looking for alternatives in meeting needs (e.g., one activity may meet many needs and also a need might be met by different behaviors).

• RISKOMETER:

This is an active way to see how different circumstances can change the risk in a situation.

It can also be used to discuss peer pressure. Inevitably one or two people will be alone at one end of the scale. Ask if those young people would like to be with their friends, or would like to change. Lead into why and how our friends choices affect what we do.

• THE MOST IMPORTANT THING:

This can be used with all ages and is a way to generate thought on personal priorities.

• ALTERNATIVES:

There are several ways this could be used or modified. A group of parents could work on a problem in one group and teens or younger children in a separate group, then share their results. A class could role play solutions, or use to generate a discussion of expanding alternatives.

tuning into personal techniques

(5 minutes)

Have participants think of an important decision they made recently. Use these questions to help them, remember the process they used.

What event triggered the moment when you made your decision? What were some things you thought about before making your decision? Was your decision based more on logic or on feelings and intuition?

Point out that everyone has a personal decision-making process. Some use a linear and logical process and ignore the intuitive. Others may use more reactionary techniques. And still others may depend on intuitive and neglect the logical process.

The best decision-making incorporates both logical data collection and intuition (tuning into feelings).

The rest of the workshop will cover different stages of decision-making (optional overhead master, page D-43).

awareness of needs

(10 minutes)

The first step is to realize a decision is necessary and why it is necessary.

People, young and adult, need to be aware of the number of decisions they are already making. They also need to be aware of the importance of making decisions rather than simply allowing chance to chart their course. They need to be aware that, through good decisions, they can influence their own life.

Let me illustrate this with The Story of the Missed Critical Decisions.

Read aloud The Story of the Missed Critical Decisions below. Have the group brainstorm the critical decisions Mary made or missed. Use a chalkboard or big sheet of paper to record participants responses.

Ask:

- Were there times when Mary should have made a decision and instead did nothing?
- What is happening in this story?
- What could happen?
- What should happen?

- What were some of Mary's critical decisions?
- What would you like to change?

The Story of the Missed Critical Decisions

Mary is now 21 years old. She is out of a job, not going to school, and living with her parents. Looking at her ill-fitting cotton dress, sandals, and long, stringy hair, you would not know that she is very bright, creative, and talented. Nor would you know that both her parents are college graduates working at a university. Mary doesn't know what to do, but she does want to do something. She is not a hippie, drug user, or a dropout from society. She wants to be part of a future and the world around her.

Mary is a girl who did not graduate from high school; she made straight A's in junior high school and D's and F's in the tenth grade. There was a brief flurry in the junior year when her grades improved. Although frequently absent, she did good work when she was in class. When she stayed home, she read or painted. Her knowledge was great, and her paintings were excellent. But falling behind in her assignments in her senior year, she dropped out when she turned 18 in March of that year.

Her home life was chaotic. There were fights with her parents about grades and going to college. They didn't care what she did socially, or whether she stayed out late. They did care about grades. She was eager to be on her own.

The following September she entered junior college on petition. She left within two months to follow a boy she had met the previous summer. She worked in an office doing filing. She quit this job and worked at the post office until she had earned enough money to quit that job. Then she got an apartment in a nearby city and studied Yoga. Tiring of it, she returned to junior college again, this time to study interior decorating.

She hated the routine assignments and quit, even though she was making good grades.

Mary dated sometimes during these years, but never was interested in any of the boys. She was frequently depressed, really wanting to be part of an academic world that would stimulate her. She loved to learn. She wanted to be needed.

After realizing the importance of actively deciding, the next step is to determine what is needed from a decision. Learn to set an end goal for the decision. Goals for two common situations would be "I want to keep my friends but not take drugs," or "I want my boss to respect me."

Crucial to this step is the ability to recognize the basic needs that must be filled. Filling those needs motivates our behavior and therefore influences our decisions.

Young people need help and practice before they can recognize their needs and learn to find healthy, acceptable ways to meet those needs. The NEEDS activity you just completed is one way to begin to identify, accept, and make good decisions to meet basic needs.

deciding on important outcomes

(5 minutes)

Once the needs and purpose for a decision have been recognized, it is important to think about the results or outcomes that a person would like from their decision.

This step should not be confused with the possible actions or alternative choices and should be taken before considering possible alternative solutions.

It is a technique to relieve some of the confusion that occurs when many possibilities and conflicting needs are whirling around in the decision-makers mind.

A good way to think about this is to answer the following questions:

- What do I want to achieve?
- What do I want to avoid?
- What do I want to preserve?

In a thoughtful decision-making process, each of these questions should evoke numerous answers.

It is important to try to balance your normal thought processes in this step. If you normally make decisions in a linear objective way try to listen to emotional/intuitive feelings, too. If you normally go on intuition, try to bring some objective reasoning into this list of wanted outcomes. Strive for a balance. Use all your resources to make a good decision.

At this point have the participants suggest several possible decisions parents might need to make. Select one and make a list of desirable outcomes.

An example: A young man began using marijuana with a group of friends. He began to use it regularly and soon needed to become a dealer to support his own habit.

He drifted into use because of friends' influence.

The parents are beginning to notice differences in their son. Let's pretend we are the boy's parents.

What is the first step?

Possible answers: awareness of the problem, realization that something needs to be done, a decision needs to be made.

The next step would be to decide what needs must be met, what outcomes are desired, e.g., get the child off the drugs.

Have the group brainstorm the underlying needs that should be met by the decisions (e.g., a physical need for child's health, a social need to be

respected in the community, an emotional need to maintain family relationships). Record these on a flipcart or chalkboard. Then have the group brainstorm the possible outcomes. What would the parents like to achieve, avoid, and preserve? The criteria often evolved from this needs list: preserve health, preserve family trust, avoid jail, avoid continued drug dependency.

Try to list a minimum of 10 desired outcomes. (NOT SOLUTIONS YET!)

Understanding personal values is important in making this list.

Remember to tune into feelings and needs when developing this list. Ask yourself "What basic underlying needs are these desired outcomes expressing?"

When a person has listed the outcomes he or she wants from a decision, it often becomes clear that there is a conflict between many of the needs or values. "If I go for this, I lose that." Which ones are more important? One helpful tool in sorting out this conflict or dilemma is learning to set priorities. THE MOST IMPORTANT THING, page A-81 is a sample activity to become aware of setting priorities, as are RANKING YOUR WANT LIST, page C-67; and JOB OPENINGS, page C-63.

In setting priorities remember to listen to both feelings and the logical viewpoint.

Return to the earlier activity and prioritize the list developed by the participants. They may vote on their top 3 priorities by a show of hands or a ballot. The three with the highest number of votes will be the groups priority.

Point out that a private priority list can also be rated 1-10, 10 being the most important.

Once a person has decided what they need most from a decision, the next step is to find ways to meet the most important priorities.

finding creative alternatives

(10 minutes)

Finding Alternative Solutions.

One of the most important skills in decision-making is the ability to think of many ways to solve a problem. The more possibilities a person can find, the better the chance of a good decision. If an ideal solution were easily apparent, there would be no difficulty making the

decision. It is very rare that the first solution a person thinks of is the best solution.

The mind has a tendency to put up artificial barriers or limits which can make it difficult to see new possibilities. A fun example of this is RENEWING YOUR VIEWING.

Put up the nine dots from RENEWING YOUR VIEWING, page C-68. Tell the participants to draw 4 straight lines, without lifting their pencil from the paper. The lines must pass through each dot once. Allow them a few minutes. Show the solution and discuss how the solution went "outside" the artificial barrier the mind constructed (usually the edge of the row of dots as a limit).

There are several good ways to open the limits our minds set. One is to brain or mindstorm for possible solutions, thinking of all kinds of solutions. Even crazy "far-out" ideas can trigger a new possibility. Another way is to look at the problem from at least 15 different perspectives. This helps to learn something new about the problem.

To explain this, let me give an example of an activity that has been used to expand perceptions.*

A photography class is given an assignment on Monday. They are to go out and take 5 pictures of completely different aspects of love (lovers in park, a mother and baby, etc.). On Tuesday they are sent out to take 5 more, completely different pictures of love. They are asked to do this through Friday. By Friday they are beginning to learn something new about the idea of love, they have to stretch their concept of love.

And a final way to search for good solutions and new perspectives on the problem is to use outside resources, step outside yourself. The skill necessary here is to be able to find other sources of information and also evaluate the reliability of those sources. Think of how other cultures have solved the problems, what people of different ages think. Ask for ideas from kids, parents. And finally you can ask these questions in deciding your alternatives:**

- Am I acting in my own and other's best interest?
- Are these values/needs defensible across time and across generations?
- What is the meaning of an alternative to family relationships (across time and across generations)?
- Would this alternative be described as humane or inhumane, just or unjust, compassionate, or hateful?

Always look for a win-win alternative.

Return to the example used in Step II and develop a list of alternatives individually and then share, or brainstorm as a group.

* Taken from Sue Miller, Honoring the Mind, National Extension Agents Conference, Portland Oregon, November, 1983.

** These points developed by Terry Olson, Ph.D., Family Services, Brigham Young University.

troubleshooting - looking at outcomes

(5 minutes)

Finally each acceptable alternative is weighed. What are the probable outcomes of each? How do those probable outcomes measure up with the priorities established in Step II, deciding on important outcomes.

Each alternative will have some element of risk. The risks should be considered. Are they acceptable or not? Each person must personally weigh the risks and decide which ones they are willing to take.

Make a decision.

Return to the example used in Steps II, deciding on important outcomes and III, finding creative alternatives, and see which alternative best meets the priorities.

The final stage is to troubleshoot the decision. Look at what could go wrong and try to take measures to prevent possible problems.

Use the example. E.g., if a parent decides to try to talk to the child they need to pick a time when both are calm or perhaps have a qualified mediator to keep the discussion from blowing up.

To summarize, we need to emphasize to our children the point made by Lewis Carroll in Alice in Wonderland:

When Alice in Wonderland was trying to decide which way to go during her travels, she asked the Cheshire Cat, "Would you tell me, please, which way I ought to go from here?" "That depends a good deal on where you want to get to," said the Cat. "I don't much care where." said Alice. "Then it doesn't matter which way you go," said the Cat.

If you don't care where you are going, then it really doesn't matter which choice you make. However, if you do care where you are going then it not only makes a difference which way you go, but it makes it easier for you to decide.

Deciding which way to go requires first that you decide where you want to go.

putting the pieces together

(10 minutes)

The best way to solidify this process is to have individuals work through a personal decision.

This section allows time for this process. Hand out the decision-making worksheets (xerox master, page D-54). These questions may take some thought so give the instructions first then let them work. Circulate to see if there are questions.

Have each person think of a decision they need to make, either currently or in the future. This should be noted under Part I on the decision-making worksheet.

Part II asks participants to think of several desirable outcomes/needs that should be met. Although a comprehensive list cannot be developed, have them think of a minimum of 7 items.

Now have them prioritize their list. Which are the MOST IMPORTANT?

For Part III think of alternatives. Have everyone list as many solutions as possible. Have them share with a neighbor for a fresh viewpoint if the problem is not too personal. Again a comprehensive list can't be developed in a short time but have the participants try to think of 10 choices.

After developing the list of alternatives, have participants think (and feel) about the questions at the bottom of the section.

Part IV is for those participants that may have some possible alternatives. In section IV troubleshoot or list possible outcomes, answer the questions.

Go over the process summarizing the previous discussion.

post-survey and wrapup

(5 minutes)

Have the participants anonymously fill out post-survey.

Parent-Adult

Workshop V

GROUP LEADER SKILLS

Objectives:

At the end of the workshop participants will:

- * have developed a list of good group leadership skills, as well as behaviors to avoid.
- * have led an activity to practice good group leadership skills.
- * have developed a contract to use a minimum of three activities with a youth or adult group.

Overview:

The applications workshop gives participants an opportunity to increase their group leadership skills while becoming familiar with activities. The chance to practice selected activities and the subsequent development of a personal contract to use the activities facilitates implementation of activities.

The applications workshop can be given to adults and teens simultaneously.

Materials:

- * Flipchart and markers or chalkboard and chalk
- * Pencils
- * Name tags
- * Qualities and Skills of Leaders (xerox master, page D-58)
- * Good Group Leader Skills (xerox master, page D-61)
- * Open-Ended Question Worksheets (xerox master, page D-62)
- * Contracts (xerox master, page D-11)
- * Handouts for Subgroup Activities (pages C-9,18,28,32,37,47,51,63,75)
- * Overhead, projector, screen, extension cord

Optional:

- * Pre and Post-Surveys (xerox masters, pages D-57, D-63&64)
- * Posters or overheads for Ground Rules and Group Leader Skills (xerox masters, pages D-59&60)

Agenda:

Allow 2 1/2 hours for the program.

- | | |
|------------|--|
| 10 minutes | Introduction and Pre-Survey |
| 10 minutes | Introductory Activity (choose between skit and activity) |
| 15 minutes | Group Leader Behaviors |
| 10 minutes | Model of Good Group Leader Skills - Activity |

SUBGROUP PRACTICE

- | | |
|------------|---|
| 30 minutes | Self-Esteem Activities:
Poetry in Notions
Car Wash
I Can't, I Won't |
| 30 minutes | Decision-Making Activities:
To Decide or Hang Loose
Job Openings
Troubleshooting |
| 30 minutes | Communication Skills:
Feeling Words
"Look 'Em in the Eye"
Grownups |
| 5 minutes | Using Values Activities |
| 10 minutes | Post-Survey and Contracts |

introduction and pre-survey

(10 minutes)

Introduce program leaders.

Explain that this workshop will review basic group leader skills and allow familiarization with the activities in the YOUTH ACTIVITIES SECTION of this manual.

Have the participants fill out the pre-survey. It is anonymous.

Key to Pre and Post-Surveys, GROUP LEADER SKILLS:

1. c 2. b,e (a and c can also be accepted) 3. b,c 4. a,b,d

introductory activity

(10 minutes)

In this section you will have two alternative introductory activities. The first option is a "skit" in which one leader takes the participants through a decision-making activity, using group leader behaviors that should be avoided. This is a very effective way to develop a list of good and poor group leader skills. However, this activity must be done with flair, as well as good humor and sensitivity. If not, it will be totally ineffective. By all means, practice this one! If no one in your team feels like taking this fun challenge upon themselves, use the second option.

skit-option 1

(10 minutes)

Remember the audience will not be told immediately what is happening. They will catch on quickly, especially if familiar with the leader. A recommendation for introducing the activity follows:

We are going to start this workshop with a decision-making activity you can use with your youth group.

The following points need to be included in the skit:

1. Arrange the room with too few chairs for the expected audience. (Point 1 brings out lack of consideration for audience.)
2. After being announced, the leader will come in looking late, hurried, and frazzled.
3. Look up the activity right there; act like you don't know what you're supposed to do. I don't know why they asked me to do this, but here I am. Just bear with me.
4. Have to go back out for materials or ask group for them. (Example: forget markers, tape, etc.) Let's see, what do we need. Oh, I forgot a ...

(Points 2, 3, and 4 emphasize poor organization.)

5. Give unclear directions for activity, don't set scene. It says here that we're supposed to build a better bathtub. Any ideas?
6. Mumble; talk too softly. 110

7. Talk with back to audience.

(Points 6 and 7 emphasize importance of speaking clearly and being with the audience.)

8. Force people to respond by calling on them.

(Point 8 emphasizes the importance of the "right to pass.")

9. Use put-downs and judge ideas:

- * Can't you be more original?
- * That's sort of a dumb idea.
- * Oh, I like that idea; great!
- * Yeah, well, ok.
- * Super - real clever, etc.

Either plant members of the team or select participants that you really know can take criticism for the put-downs. If necessary, talk to your "victims" before the activity.

(Point 9 shows the importance of not making either good or bad judgmental comments.)

10. Completely overlook a member.

(Point 10 shows impact of discounting.)

11. Be distracted, not always paying attention to task.
Demonstrate distracting behaviors.

- * Fuss with hair.
- * Keep looking at watch.

(Point 11 brings up that annoying distractions can interfere with audience concentration.)

12. Squelch spontaneity.

Over-organize the activity.

Make people raise their hands to be called on.

Force some people to participate.

- * It says here call out ideas, but it's easier to have you raise your hands.

(Point 12 demonstrates the importance of accepting.)

13. Don't smile unless it's to put down an idea; be sarcastic.

(Point 13 emphasizes the importance of warmth.)

14. Oh good, time is up.

(Point 14 shows lack of enthusiasm.)

15. Have no closure of activity.

Okay, let's go on to whatever is next.

(Point 15 demonstrates the importance of processing an activity.)

After spending about 5-10 minutes on the activity, bring it to a close as suggested in Point 14.

Another leader may then take over with the evaluation although the same person can continue.

Does anyone know the object of the activity BUILDING A BETTER BATHTUB? Why?

Have the audience discuss their comments of the performance of the activity leader.

Using a flipchart (or chalkboard) divide the paper down the middle. On one side have the participants brainstorm a list of behaviors to avoid using the activity as a starting point.

On the other side of the chart, develop a list, with the participants, of good group leader skills.

The list should include:

Use these skills:

- * Consideration and sensitivity to audience
- * Be organized, prepared
- * Give clear statement of purpose for activity
- * Positive body language - warmth, humor, eye contact, enthusiasm, be who you are
- * Honesty - don't pretend to be or believe something you don't
- * Process activity

Avoid these behaviors:

- * Being late, hassled
- * Putdowns and judgemental statements
- * Distracting behaviors
- * Over-organizing or forcing participation
- * Mumbling
- * Overly praising some responses

See Summary to use with either activity.

activity - option 2

(10 minutes - use only to replace Option 1!)

In this alternative introductory activity, have each participant generate lists of characteristics that make good lecturers, educators, trainers, facilitators, host/hostesses. Underneath that list have them list some "behaviors" that can be barriers.

Allow the 5 minutes to work alone or with a neighbor.

You may introduce this activity in this manner:

We've all been in classes, lectures, and workshops where we have left feeling very positive. Think about some of your best experiences and what qualities of the person in charge made that a good experience. On the worksheet, "Qualities and Skills of Group Leaders" we've also listed a column for hosts and hostesses.

Take a few minutes and list qualities or skills you think make good leaders in each of the cases. Think of the purpose of each leader. Some of the attributes may be the same and some different.

An example of an attribute that might be good for all would be enthusiasm. An example of different purpose is that a lecturer might want to disseminate information and a facilitator might want to help a group work together.

On the other hand, we've all suffered through poorly conducted programs. What happened? What was the difference? On the bottom half of your worksheet, there is space to list a few characteristics to avoid. Take a few minutes and remember bad experiences.

See Summary for either activity.

group leader behaviors

(15 minutes)

The SUMMARY for either activity should include the following ideas.

Point out that leader skills for affective education activities take practice and time to perfect and are somewhat different from a traditional teaching role. You will be reinforcing a few basics. Cover these points:

GROUND RULES: When working as a facilitator for affective education activities, it's good to let the group know your ground rules. Make a poster or write up Accepting, Passing, and Participating.

Accepting - Tell your audience that no one is allowed to criticize. They need to be accepting of the contributions of other participants.

As a leader, also be accepting.

- * Don't criticize the contributions. Remember the negative reaction to criticism in the activity.
- * Use open and accepting body language.
- * Don't use praising statements for contributions. If you say "that's a great idea!" to one person, you are indirectly criticizing a previous person whom you didn't praise.
This skill is difficult because, in generating excitement, it is natural to give good comments. It is better to smile, nod, say "OK," or repeat the idea.

Passing - Let your audience know they aren't going to be "put on the spot," that they have the right to pass. Remember forcing people to answer when they don't feel confident can cause a bad experience.

As a leader, you may watch the quiet ones to see if they are participating silently. You may also model that it is OK to pass by passing occasionally yourself.

Participating - Let your audience know that you are a participant too, and that your contributions are no more valuable than theirs. (An example: in a values activity, a leader should not try to establish a child's values, just generate thought.)

As a leader, remember to become part of the group. Your job in many cases will be to help the group work together and not to give lectures or over-organize the activities. Your role will not be of an "expert."

SKILLS: Good group leadership requires many skills. Some of the basic ones can be outlined as Accepting, Clarifying and Encouraging.

Accepting is, as described above, being noncritical. Many times children will say outrageous things to get a reaction. Often

without the expected negative reaction, that behavior will stop. Remember to accept some silence, too. Also accept your own abilities and limits. It is okay to say "I don't know."

In Clarifying, a leader can use reflective listening skills; checking to make sure the speaker's meaning is understood by paraphrasing. Summarize to clarify and reinforce. Explain the goals of the activity before beginning. Make sure to process or talk about the purpose of the activity at the end. Ask: Why is this activity relevant? How could you personally apply what we've discussed? These questions personalize and solidify the meaning of the activities.

Encouraging includes several skills. It is eliciting audience participation. An important part of this is putting people at ease, making them comfortable, being a good host or hostess. Included in this would be including enough chairs, having a seating arrangement that is conducive to good interactions, using name tags so you can call people by name. It is being aware of personal needs of your audience.

Another aspect of encouraging is to use techniques that let people relax and get used to each other. Examples of this:

- * Let your group work with one or two people before asking for whole group participation.
- * Have warm-up activities that involve humor (like NON-LISTENERS, page C-24 .
- * Allow people to write personal lists before they contribute to a larger group.

Be sensitive to the feelings of the group. Are they comfortable with you, others? If not, why not?

A final aspect we will mention is to ask questions that are conducive to maintaining a discussion. These are questions that can't be answered simply, with a yes or no or a single word. For example: "How would you spend a million dollars?" is an open-ended question. "Could you spend this money?" is not.

The basis behind the DARE activities is to encourage participation and interaction.

Where will your group be most at ease?

- In a home?
- In a church?
- In a community or recreation center?
- In a school gym or classroom?
- In a regular meeting space at a local industry or business?

Does your group have a regular meeting place?

Will your participants be more at ease if they sit around a table or in a circle of chairs or other furniture instead of rows of chairs?

Ideas for making people more at ease/increasing attendance:

Start the meeting with a potluck.
Start the meeting with a skit put on by children.
Start the meeting with a humorous activity.

Reduce the risk of participating:

- Have a group member/leader help with the activities if you aren't part of the group.
- If possible, sit in on a group gathering to gain a sense of issues before presenting a program. This is not always possible, but very helpful.
- If you are a standard part of the group you may want to invite a team member from outside of your group to lend a flavor of "outside expertise." Trade work with other DARE trainees.
- Participate as an equal. Role model that it is okay to participate.

Example: If you are using "Success Sharing" think of a couple of simple successes to share.

- If an activity requires telling something about themselves and you feel that the participants will feel hesitant to share with the entire group, have them:
 - * just tell one neighbor,
 - * work in subgroups of two or three,
 - * write down the thought and turn in anonymously, pass out the cards and have others read the ideas.
- Always put yourself in the shoes of your group. Be ready to shift gears if the group is uncomfortable.
- Call participants by first name (using name tags is helpful). Learn something personal about everyone. Share something personal about yourself. Let them know you are human. Be willing to laugh at yourself.
- Make it okay to pass (not participate). Call for volunteers but don't put anyone on the spot. Be prepared by lining up a willing friend before you start.
- As a facilitator, be a host or hostess.

To practice recognizing and constructing open-ended questions, have the group use the worksheet, OPEN-ENDED QUESTIONS, xerox master, page D-62. After they have judged the ten examples and you have discussed them, have each person write 3 or 4 open-ended questions. Allow a few minutes, then ask for 4 or 5 volunteers to share their questions.

TRAPS:

Participants in activities often try to give an undue proportion of power or authority to group leaders or facilitators. This can be very seductive. As a group leader try:

- not to unduly influence the participants.
- to demystify yourself and your role by letting them know you are human.
- to never use the authority to win an argument or enforce a personal value.
- to outline your role at the beginning.
- to deflect responsibility or power back to the participants. Give the participants as much power as they can handle and still work effectively. This differs widely with experience using affective

- activities and maturity.
- to avoid being a therapist. This can be dangerous. Participants often lean on facilitators to solve personal or organizational problems.
 - to be sensitive to your group, be willing to shift gears and try another approach.
 - to see if some participants feel threatened and back off on the expectations.
 - to avoid filling personal needs for new friends, respect, power.
 - to be honest with yourself about your abilities and limitations. It is OK to say "I feel (or think) that..." It is also OK to say "I'm not sure, what do the rest of you think? Does someone else have an idea?"

Summarize this section and ask for group comments.

model of good group leader skills

(10 minutes)

In this section, break participants into subgroups of 10-15 (mixing teens and adults). A group leader will facilitate another activity for each subgroup. This time, good group leader skills will be modeled.

The purpose is not to have a critical evaluation of the group leader, but to notice good skills when they are used. This point should be emphasized.

Use the activity, CRITICAL DECISIONS, page C-53. Follow the directions in the manual. Be conscious of good group leader skills. Explain the activity well and process thoroughly at completion.

Have the participants discuss the group leader skills used in this activity. Have them compare their level of personal comfort in situations where good group leader skills are used as compared to situations in which they are not.

subgroup practice

(1 1/2 hours)

Divide participants of each subgroup into teams of 3 each and handout copies of the activities. Each participant will lead an activity with the other members of their subgroup. (It saves time to allocate activities instead of having them self-select. However, if you wish to let them decide who will do what activity, that is OK.)

Allow 2-3 minutes for preparation (reading over the activity), then have each person take a turn leading their activity with the others in their group. Have the other members of the subgroup make notes of good group leader skills. Sensitive, constructive comments can be helpful. Tell participants to make their suggestions for improvement in a thoughtful way. Point out that on such short notice no one will be perfect. This activity is to generate consciousness of the skills, not to be perfect.

The following activities are recommended because they are short and simple. However, others may be substituted. Keep in mind the time frame of 7-8 minutes per activity. Xerox and distribute a set of activities to each participant.

SELF-ESTEEM ACTIVITIES:

(30 minutes)

Use the Self-Esteem Activities listed in this manual, SECTION C.

Recommended activities:

Poetry in Notions, page C-18.
Car Wash, page C-9.
I Can't, I Won't, page C-47.

DECISION-MAKING ACTIVITIES:

Recommended activities from SECTION C are:

To Decide or Hang Loose, page C-51; Worksheets (xerox master),
page D-44.
Job Openings, page C-63.
Troubleshooting, page C-75. (Gameboard for "The
Bite," available from DARE Office; dice and markers.)

COMMUNICATION ACTIVITIES:

Recommended activities from SECTION C are:

Feeling Words, page C-28.
"Look 'Em in the Eye," page C-32.
Grownups, page C-37.

using values activities

(5 minutes)

Many values activities, as presented in the decision-making activity section and in other values clarification curriculum, have an inherent forced choice. Often this forced choice, although acknowledged as simply an activity to have young people examine priorities in values, limits the choices by the very nature of the activity.

For example, the LIFE RAFT and the BOMB SHELTER are commonly used activities. The forced choice in these cases requires "eliminating" some of the occupants according to their relative "worth."

In using this type of activity an entire range of ethical behavior is ignored (e.g., quality and value of life). We recommend expanding the choices. Ask: What are other possibilities? Which possibilities are more ethical, responsible? In the LIFE RAFT activity other possibilities may include taking a chance that all could make it, asking for volunteers, etc.

Children can learn a thought process that enhances ethical responsibility but they need models to see how those choices are considered and a chance to think about and discuss issues themselves. (Olson, 1984)

Although we do not wish to change a child's values we should realize that no activity can be delivered in a value-free context. We, as well as our group members, bring our own values, ethics, to the interaction. We are human. We cannot create a "value" free environment even when using the most scientific theory. These also have inherent values.

We must recognize that a concern for ethics, morality, responsibility is itself a value. This ability for concern is unique to humans. No other species has the ability to examine the ethics of behavior.

While humans may be free to choose their values and actions, this freedom has no meaning if the choices do not matter.

Have the participants decide the ultimate results of the choices. Evaluate the consequences or the nature of the act, or both. In a context of personal needs or societal needs all values are not created equal.

These guidelines may be helpful when dealing with values activities.

1. Am I acting in my own and others' best interests?
2. Are the principles upon which my values are based defensible across time and across generations?
3. What is the meaning of a decision to family relationships (across time and across generations)?

4. Would this value be described as humane or inhumane, just or unjust, compassionate or hateful?

(Adapted from Olson, 1984; Warner, 1981)

post-survey and contracts

(10 minutes)

Encourage each participant to fill out a CONTRACT to use one of each type of activity with their youth (xerox master, page D-11).

Have participants fill out post-survey and share their contracts with you.

Teen Trainer

Workshop I

INTRODUCTION AND

DEVELOPMENT OF SELF-ESTEEM

Objectives:

At the end of workshop I, teen trainers will:

- * understand the concept and goals of the DARE to be You Program.
- * have discussed a format for using DARE to be You with youth.
- * have reviewed factors related to the development of self-esteem.
- * have participated in activities to personalize development of self-esteem.
- * have reviewed self-esteem strategies and activities to use with younger children or peers.

Overview:

The initial teen workshop introduces the general concept of the DARE Program. It provides some theory, strategies, and activities to increase understanding of the development of self-esteem.

The activities and ideas presented in these workshops can be used with teens in a variety of settings. However, the basis of the DARE program is to enable teens to become helpers for their peers and younger children. The format of these workshops therefore is training teens to work with others.

Any teen can participate in such a training and learn the concepts. Learning in teens is more effective if they see themselves as potential "givers" instead of recipients.

Materials:

- * Name tags (colored dots)
- * Flipchart and markers or chalkboard and chalk
- * Pencils/paper
- * M&M bags
- * IALAC signs and straight pins (xerox master, page D-8)
- * Contracts (xerox master, page D-11)
- * Self-esteem activities handouts (C-1,3,4,8)
- * Awards pads (xerox master, page D-10 or order from DARE Office)

Optional:

- * Pre and Post-Surveys for Self-Esteem (xerox masters, page D-1, D-12&13)
- * Overhead for Logo (xerox master, page D-7)
- * Overhead for Self-Concept (xerox master, page D-9)

Agenda:

Allow 2 1/2 - 3 hours for program or use as two 1 1/2 hour workshops.

- | | |
|------------|--|
| 15 minutes | Introduction and Pre-Survey (Optional) |
| 10 minutes | Overview of DARE to be You Program |
| 5 minutes | Characteristics of a Self-Esteeming Person - Activity |
| 15 minutes | M&M Game |
| 5 minutes | IALAC Game |
| 15 minutes | Action Model for Self-Concept |
| 5 minutes | Awards Pads (Optional) |
| 15 minutes | Positive Memories from Preteen Years - Activity and Discussion |
| 15 minutes | Break/or End of First Session* |
| 10 minutes | Reality and Self-Concept |
| 15 minutes | Memories of Junior High Years - The Good and the Bad - Activity and Discussion |
| 10 minutes | A Self-Esteeming Person - Summary |
| 10 minutes | Contracts (Optional before or after Self-Esteem Activities) |
| 10 minutes | Post-Survey (Optional) and Wrapup |
| 35 minutes | Using DARE - Open Discussion and Self-Esteem Activities |

* If using as two sessions, add a brief introduction to the second session that summarizes previous activities.

introduction and pre-survey

(15 minutes)

Introduce yourselves.

Briefly outline the program.

The first part of this workshop outlines the basics of DARE to be
You and your potential impact as teens using the program.

We will also discuss how you, as teens, can make a difference in
the development of self-esteem in your friends or others you might help.

We would like to start the program by having you fill out a brief
questionnaire. This is not a test to test how well you are doing but a
test to help us determine how well we are filling your needs.

It is not necessary to put your name on those surveys.

The survey can be the first sheets in a packet of materials handed to
the participants or passed out.

Allow about 7 minutes to complete the questions and then collect.

Key to Pre and Post-Surveys, SELF-ESTEEM:

1. Self-Esteem, Locus of Control (Responsibility), Communication and
Decision-Making Skills, Role Models
2. c 3. e 4. c,d,e

overview of DARE program

(10 minutes)

Two activities will lead into a discussion of the DARE Program and the impact of teens on 8-12 year olds.

To start the workshop, please fold a blank sheet of paper in half lengthwise.

On one side, write down 3-4 situations that occurred in the last one to two years in which you were pressured to do something you didn't want to do. You can use both cases where you either ended up doing what you wanted to do or what you didn't want to do.

Give several examples:

- * Ditching school
- * Riding with a friend that has had too much to drink
- * Drinking too much myself
- * Lending a friend money (who doesn't pay you back)

Now on the other side of the paper make a note on what you did and why.

Allow about 3-4 minutes.

As an example of being pushed into something: ditching - "I thought they would think I was out of it."

As an example of finding a good solution: riding with a drunk driver - "I found a ride with someone else. I just didn't want to take the risk."

Ask:

Looking at your lists, how much influence do friends have?

Turn to a neighbor and share an example of an instance where you gave into friends pressure.

Would anyone like to share their example?

If no one volunteers move on quickly.

What might have helped in those situations?

If your group contributes some ideas, record 5 or 6 on a flipchart or chalkboard. If not, move quickly to the discussion.

Pressure from friends has been shown to be the major specific influence for doing all kinds of things.

The DARE to be You Program is designed to give everyone skills that will let them make their own decisions a little more easily.

The purpose of the DARE Program is to help everyone become a little more resistant to the influence of others.

There are some simple skills that everyone can learn to decide what is best for them and then stick up for those decisions. The DARE to be You Program is based on those skills.

The DARE logo shows the factors that can help develop resistance to being subtly or openly coerced into unwanted actions (optional overhead, page D-7).

D stands for the decision-making skills which include identifying needs and personal values, learning to look for new alternatives, setting goals, and linking actions with outcomes.

A is for assertiveness skills which can improve communications with others.

R stands for providing good role models and for learning to assume responsibility for one's own life.

E stands for the (self-) esteem that is necessary to make the other three possible.

The concept of the DARE Program is to enhance the areas of

- * Decision-Making and Communication,
- * Self-Responsibility and Self-Esteem,
and to assist in providing good
- * Role Models and Family Support Systems.

And it is important that development of these skills begins before the age of 13, when the most pressures for problem behaviors increase.

This is done in three stages.

DARE to be You - III Steps

1. The first step is to work with families and teens who work with youth, and thus teen trainer workshops like this one.

As primary influences on younger children and also peers, you are the most important people to have this information. You can help kids improve their chances to deal with teenage pressures.

The teen trainer workshops are designed in a series:

- * this one, the first, introduces the program and covers self-esteem;
- * the second workshop covers self-responsibility;
- * the third covers decision-making skills;
- * the fourth covers communications;

At the end of the workshops, you will have had a chance to explore your personal skills as well as ways to improve the skills of younger people. Your impact, as a teenager, is greater than that of any adult. Youth will listen to you and follow your advice and leadership much more quickly than they will a grownup.

2. The second stage involves working directly with 8-12 year olds and includes a two-hour program where participants learn and practice ways to avoid and resist peer pressure. They also receive an introduction to some basic decision-making skills.

In a supplementary workshop, you can learn to use decision-making and communications activities and techniques. Other activities can be used with younger kids to keep reinforcing the basic concepts. These techniques range from simple roll call games to more complex role play and discussions.

As part of the training we will cover both basic concepts and activities and strategies to use with others. You will be able to experience many of the activities yourself.

You may ask for questions before proceeding.

characteristics of a self-esteeming person

(5 minutes)

Participants think about their view of self-esteem and list a few characteristics of a self-esteeming person on 3x5 cards or 1/4 sheets of paper. These cards/papers will be collected and used at the end of the self-esteem section in the summary.

You may wish to introduce this section like this:

In this portion of the workshop, we will be talking about self-esteem. Everyone has a personal view of self-esteem.

Think of the most self-esteeming person you know. Think of someone who feels good about themselves, not in a conceited or arrogant way but in a way that shows self-respect and feeling of self-worth. What are some characteristics that show that person is self-esteeming? Take a few minutes to write down 3 or 4 of these characteristics.

Don't put your name on the card, but please pass it in. We will be using these cards in a later activity.

M&M game

(15 minutes)

Hand out prepared plastic sandwich baggies with 1/4 sheet of paper and 7 M&Ms to each participant. Use a flipchart or chalkboard to list the questions. Have the participants make a list of things they like about themselves.

Tell the participants not to eat the M&Ms right away, that they will have to earn them. Have them number from 1-7 on their sheet of paper.

After the numbers, have them write the following: (go over the list one at a time, giving time between each number).

1. Something they do well physically. (Give an example of something you do well physically so you can role model the activity for them.) These can include sports, arts, music, household or work related tasks as examples.
2. Something they like about their appearance. Be sure they don't use modifiers like "sort of" or "for my age."
3. Something they like about their personality.
- 4-7. Anything else they like about themselves.

If the participants can't think of all seven items at once, they can wait. Something their partner says may trigger another idea.

Have participants turn to a partner and take turns telling one item from their list. After each positive thing they say about themselves from their list they may eat an M&M. This continues until participants have eaten their M&Ms.

Ask:

Was it easy or difficult to say nice things about yourself? Why? Point out that making it okay to "own" good characteristics models that it is okay to be content with yourself (opposite of always putting self down).

Discuss the influence of role models that don't make it OK to accept and like oneself, the negative influences of always putting oneself down (we begin to believe the negative about ourselves).

IALAC game

(5 minutes)

Because this section deals with self-concept we are going to wear a symbol of our self-concept right up front.

Pass out IALAC signs and straight pins.

Write your name in the square and pin on your signs.

(Model it!)

As we go through this workshop we will be doing some activities and talking with each other. As with any other interactions some things will make us feel good. When that happens we should enhance our signs: add a drawing, smiley face, colored dot, or tape on a piece of paper. Other things may make us feel less positive, or tear into our self-concept. When that happens tear off a piece. Everyone's sign will change during the workshop if they are honest.

IALAC stands for "I am Lovable and Capable."

You may want to go through a sample story to illustrate this activity further. One is outlined in SECTION C, page C-6.

action model for self-concept

(15 minutes)

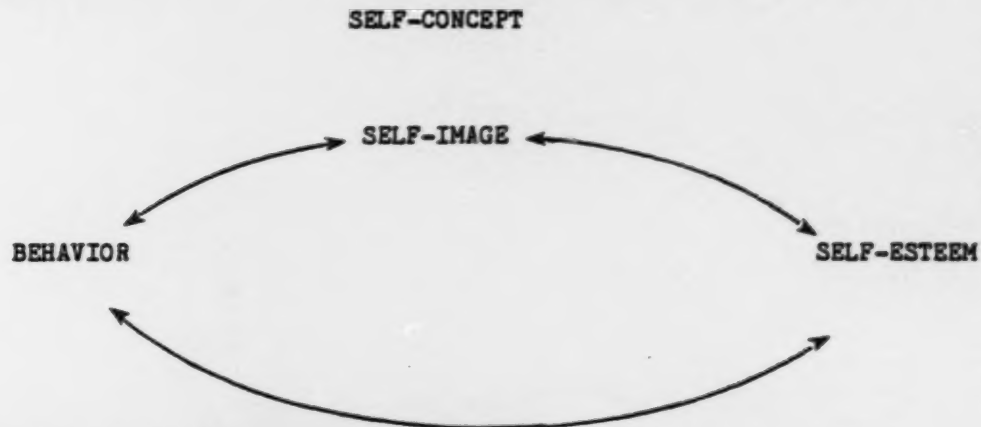
Again, you will want to put this section into your own words, however, this discussion is provided as a guide.

Young people who feel good about themselves and have good self-esteem, are less likely to find themselves talked into something they don't want to do.

Good feelings about the self are one of the most important tools we can help others achieve, and it may be the most elusive.

Before talking about some of the things you, as teens, can do to help children and friends develop self-esteem, I'd like to share an image that clarifies words like self-esteem, self-concept, and self-image.

This framework for viewing self-esteem is used by an education consultant named Jane Vennard. She calls it her "action model for self-concept." It is a useful image because self-concept isn't a product but a process, continually changing, expanding, and contracting even for adults.



The model of SELF-CONCEPT looks like this.

Use self-concept overhead (optional; xerox master, page D-9).

- * The behavior part is what we physically do, and that feeds into both self-esteem and self-image.
- * The self-esteem part is how we feel about ourselves.
- * The self-image aspect is what we perceive about ourselves.

In an infant, this circle is very tiny, with almost no self-image.

As children grow, they begin to do more things. Children expand through the behavior part of the cycle as they learn more behaviors.

Children walk. That expands the behavior so the whole circle expands. They feel good about walking, and their self-image expands because it includes walking. They may feel good about walking but they will feel even better with positive input from others. Their self-esteem will increase.

Preteens learn (a favorite sport). They feel good about knowing something new, but feel a lot better when others notice and make positive comments.

But this expansion or growth isn't very comfortable. It is scary and risky when the new behavior is first tried. It doesn't feel good. It only feels good when the learning is done and the expansion is made. If a person fails or feels they have failed, the self-concept gets less positive.

Looking at this model, what are some specific ways we can help others expand their self-concept?

We will cover six points.

1. The first way is through behavior. To illustrate this, ask the audience to stand up and touch the ceiling. Many will not move from their seats. Tell them they may stand on their chairs or even use books, pencils, etc. More will try.

This simple exercise can be used to lead into the concept of making a "task" more possible. When people are asked to do something that seems impossible, they often won't even try. Or if they try and fail they won't try as easily next time. Have participants reflect on how they felt when you asked THEM to touch the ceiling. How do those feelings relate to the way a child might feel?

By giving children little achievable challenges, they can expand through behavior. As they accomplish a new skill or learn something new, they feel good about that knowledge, and their whole self-image expands.

However, if we give tasks that are too difficult, they may fail, and their self-concept will be less positive.

We cannot do the expansion for them. They must do that themselves. We can only provide possible, step-by-step challenges and guidance to help them grow and learn gradually.

Canfield's description of self-esteem using poker chips is another way of viewing self-esteem.

Children are all born with a small stack of poker chips. Each risk they take, each time they try something new, they bet some of their poker chips. If they are successful, the pile of chips grows. If they fail to get their needs met, their pile gets smaller. It is easy for a child with many chips (many successes) to take a "10 chip" risk. For a child with few chips left, a "10 chip" risk would be too dangerous.

A first trip alone to the store might be a "20 chip risk." If a child loses the way, gets frightened by a neighborhood bully (gang), or gets criticized for buying the wrong thing, that child would lose 20 chips and the chip pile would grow smaller. Next time the risk would be harder to take.

Other 10 chip risks might be making a new friend, telling friends what they want to do, saying "no" to something they don't want to do. They need good self-concept, a lot of chips, to be able to do these.

A child who has successfully faced several little challenges will have expanded his self-concept and built up his pile of chips.

One activity, SUCCESS SHARING, page C-1, can be used to illustrate ways to spotlight positive behaviors or successes. This helps participants focus on successes they already have had, to view themselves as having succeeded.

2. The second way we can help children expand their self-concept is through the self-esteem portion of the model. How children feel about themselves is partly what they can do, as in the behavior part, but it is also affected by others reactions to them.

It is important for us to provide a positive but honest mirror for others. We have to be honest with others, or they will lose trust in us. We don't do anyone a favor by telling them they are good at everything or perfect. Our reflections must be honest. But when we need to correct a negative action we must make an effort to balance it by noticing the positive. It is easy to tell others what they don't do or what they do wrong, and so easy to forget to tell them all the things they do right. We all need a lot of "warm fuzzies."

An important fact to remember is that for people to feel successful at any given task they must succeed at least 75% of the time and fail only 25% of the time.

Even if a child is successful at a task or receives positive input half of the time, that 50% is just not enough to make them feel successful. We must make an effort to see that they are given more positive than negative input.

This takes a conscious effort. Try keeping track for one day the number of positive things you notice and comment on, also the number of negatives. Try it with a friend, a child, or even your family. Are you giving more positive than negative? (See SCOREBOARD, page C-18.)

Remember you send positive and negative messages non-verbally, too.

Some young people have a very large self-esteem and a very good self-concept. They may have acquired this through attention (to them a positive response) or positive reinforcement for potentially destructive or unacceptable actions.

Another important aspect to consider in providing positive input is the time spent in school. Many times schools focus on what students

don't know. Children can develop an attitude that they haven't learned much or that they are not good learners. It is important for us to consciously balance that attitude.

Two activities, I KNOW and TIME LINE OF LEARNING (page C-20), can provide a good balance and allow children to learn to think of themselves as learners and achievers. These activities also start children moving from the framework of thinking "I can't" to "I just haven't learned that yet."

award pads

(5 minutes)

Hand out pads of awards (available through DARE office, order form, page E-201 or xerox master, page D-10).

Another way to give positive reflections is to give awards. You may use DARE awards or make up your own. Try to find something good about everybody. Especially concentrate on the underachievers, the ones that get little recognition. They can be given for being on time, helping to clean up, a friendly shy smile. They may be the only positive given to that person that day, week, or even month!

Have the participants think of someone that gets very few positives, or little recognition, and have them write that person an award "right now."

Have them write themselves an award for something they have done.

positive memories

(15 minutes)

This activity has participants remember six or seven positive memories from their preteen years (9-12). A discussion helps apply their personal experiences to reinforce that self-concept can be expanded through behavior and positive reflections. It also emphasizes that remembering personal experiences increases sensitivity to preteen problems.

Let's take a stretch break. While you are stretching, roll back the clock to your grade school years, when you were 9-12. Remember something about that time: think of the house where you lived, a favorite teacher, or a best friend. After you have stretched, sit down and write out six or seven of the high points from that time.

*

Allow 4 or 5 minutes.

Now turn to a neighbor and share one or two of the memories. See if your lists have anything in common. Compare the kinds of things that were high points.

Allow 5 minutes.

Think about the model for expanding self-concept and the two ways for expanding self-concept: through behavior (learning something new) and positive reflections from others. How many of you had items on your list that would fall into these ways to improve self-concept? How many of you had lists that are mostly new skills or positive reflections?

(Show of hands.)

How many of you felt good about learning a new skill or having a new responsibility? How many of you felt good because of some positive input from family, from friends? Would anyone like to share a high point? How can we relate our own experiences to providing positive growth experiences for others?

The positive reflections we received from others really helped us to develop the image we had of ourselves.

In reflecting, we can find clues of how to help each other feel good. The kinds of things, rather than the exact things, that were memorable positives for us will undoubtedly be the kinds of things that will provide positives for them. Of course, the same is true for the negative or hurtful experiences.

* Optional: Have group brainstorm a list of experiences and tie these to the points covered in the discussion.

break

(15 minutes)

reality and self-concept

(10 minutes)

In this section, summarize the first two points and develop points 3 and 4 below.

We've discussed 2 ways of expanding self-concept through providing small possible challenges and through giving positive reflections.

3. Recognizing the negative. A third point is that it is all right to not feel good all the time. When we look at the self-concept model, we realize that every time a person expands, there will be tension before they try the new behavior; there will be risk and fear while they learn. The act of expanding does not feel good. And sometimes a person will fail. That will not feel good.

Expansion only feels good when it is done.

It is easy to forget this very real aspect of growth. It is OK and normal to be uncomfortable sometimes. We want others to feel good, but we must let them know it is okay and normal to feel lousy sometimes.

Parents, leaders, teachers, often feel they have failed if their young people are uncomfortable. Their success is tied to how good kids feel. It is important to realize this is their need. If we do not untie our need for their happiness we allow a double burden to be placed on ourselves and our friends.

We will have the normal discomfort of growth but also guilt feelings about not "feeling good."

A barrier between teens and adults can occur when true feelings must be hidden.

It is helpful if you can think of some personal examples to illustrate these points. Examples: overcoming personal fear of ladders at an Indian ruin - how it was very frightening at the time, but proved to be a positive expansion for the self-concept. Another type of example is that of an acquaintance whose father always chided her for not looking happy. She is still dealing with a negative self-concept.

A second type of negative experience comes from comments or input from others. We must help others know these as a common but not a positive experience we all encounter. Discuss IALAC and KILLER STATEMENTS (pages C-6 and C-4).

4. The fourth point that we need to recognize is that we are all different. No one falls into the patterns that are comfortable for us or our families. We need to make those differences special instead of making fun of them.

We need to find ways to celebrate the differences and to make others feel good about the differences.

It is easy for all of us to be blind to good attributes of others if we have a set of values we want them to fit. We must look past our own prejudices, for example, we can value:

- * helping others,
- * helping around the house,
- * being good with animals,
- * seeing the world in creative, new ways,
- * artistic, musical, athletic talent,
- * intelligence, joy of life,
- * enthusiasm, sense of humor.

Plus many more.

Share some examples of people who notice differences in a positive way:

- * A teen that accepts friends that belong to "other" groups.
- * A teacher who recognizes a child who learns differently and rewards or accepts instead of punishing the difference.
- * Families, friends, and teachers that recognize the differences in others and celebrate those, instead of comparing and setting them up as better or worse, right or wrong.

memories of jr. high years

(15 minutes)

In this activity, participants will focus on junior high memories and list 5-10 very positive and 5-10 very negative memories. Group discussion will relate those memories to the four points outlined above.

Let's turn back the clock once more, and this time remember your junior high years.

Divide a sheet of paper down the middle: On one side write 5-10 positive memories (events or situations that really made you feel good.) On the other side list some memories of the kinds of things you didn't feel good about during those years.

Allow 5 minutes.

Now, with a neighbor, share one or two of the positive situations and one or two of the negative.

Allow 3-5 minutes.

Ask the group:

Did you find any similarities? What did your lists have in common? Was it more difficult to remember positive or negative feelings? Thinking of the four points we discussed, who will share a memory that illustrates one of the points - either in a positive or negative way?

Think of some personal examples to share.

Did some memory revolve around someone validating or not validating you for not fitting their patterns? Were you ever made to feel guilty for being frightened, for not being happy all the time?

These points illustrate that, by drawing on our own growth experiences, we can be more sensitive to the needs of younger kids and each other.

a self-esteeming person

(10 minutes)

This section covers the fifth and sixth points: creating an environment for growth and becoming self-esteeming ourselves.

5. A fifth point is to create a secure environment to help youth develop their self-concept.

Maslow's hierarchy of needs explains how basic requirements must be met before people can truly develop a positive self-concept. These basic needs include alleviation of hunger and thirst. They also include the needs for love and safety.

We need to create an environment that fills these needs. We can't insure a secure environment on the streets or even in the schools or homes for many other young people. We can create a sense of safety and belonging whenever we work or live with others. We need to make them feel wanted, valued, and not at risk whenever we contact them. Even if for a short period of time, it may be the only place they can feel secure. That security will help improve their good feelings about themselves.

- * It is very difficult to help children expand their self-concepts if they are hungry. If we encounter physical deprivation we need to recognize its importance.
- * A sense of belonging, the need for love, never ends. This can be filled at home or at school, by clubs, teams or friends. However, people who do not have a sense of belonging somewhere, being loved by someone, cannot expand their self-concept in a positive way. In working with groups, you may encounter people who do not have a sense of belonging. We need to provide that sense of belonging in whatever setting we reach others. Privately recruit some secure youth in your group to reach out to the insecure ones.

Provide a time for the audience to share experiences.

- * Safety. The need for safety includes more than having a roof over ones head. It includes LIMITS. Limits make the environment feel safe and give a space to explore.

Growing up can be like riding up to the 50th story of an open building frame on a construction elevator. If the lift is a simple platform with no fence, the experience could be terrifying. On the other hand, a simple railing would allow some security to move around. With a good strong fence, a person might even stand on the edge and look around.

And good limits will be tested. Like strong railings, children will lean on them. The important thing is that the limits do not suddenly give way to allow the explorer to fall free.

The actual limits do not seem to matter as long as they are loose enough to allow some flexibility yet tight enough to provide security. However, limits, whatever they are, must be defined clearly and consistently followed.

- * To balance the safety we also need standards. Make sure that some reasonable level of quality is necessary. This provides some risk but allows the child to feel accomplishment when the standards are met. Without standards there is no challenge; no chance for a sense of achievement.

As an older friend or sibling it is important not to give vague messages, like "behave." What in the world does "behave" mean to a child? Tell the child clearly and exactly what you mean. That really takes thought. Instead of "please help me with this" you would have to tell a young child exactly step-by-step what to do.

6. And finally, we must work on becoming self-esteeming ourselves.

At the beginning of the session we collected your thoughts on characteristics of a self-esteeming person.

Randomly hand back the cards/papers collected earlier. Have the participants read the characteristics from the cards you handed them and list on a flipchart or blackboard.

Summarize briefly.

Ask the audience to close their eyes and raise their hands if they used themselves as one of their self-esteeming models. Tell them that how they voted isn't important but have them ask themselves if they have many qualities about which they feel good.

How many of you know anyone who you feel is totally self-esteeming?

Emphasize:

We all have things we feel good about and things we would like to improve. This just re-emphasizes that self-esteem is a process and not a product. It is a willingness to take risks and know if we fail we can try again and succeed, or try something else and succeed. It is how we feel about having the ability to learn, to live, and to grow. Our positive patterns are the models for others.

We need to help others be confident that they "can do it."

An important thing you can share with peers and younger friends is the philosophy that they just "haven't learned it yet" as opposed to an "I can't" attitude, that they can and will move forward.

Reviewing and re-evaluating this seminar alone will eventually have a positive impact on you and your friends. But if you wish to take a further positive action to improve the self-esteem of young people, the final section of the seminar will cover some special materials, references, and activities that can be used in youth groups.

CONTRACTS may be used here or after USING DARE - SAMPLE ACTIVITIES.

contracts

(Use here or after the activities section.)

(10 minutes)

Hand out blank contracts (xerox master, page D-11).

Explain to participants that you are going to allow them a few minutes to think of how they could apply the information in this workshop to their own lives. They will write themselves a contract. Have them fill in their name on the first line, self-concept on the next line. They may ignore the dates and number of participants.

The first line should be something they will do to improve their own self-concept. Examples: take time to learn something new or try something they've wanted to try, for three days look at the things accomplished and not what went wrong or didn't get done, notice the positives.

The next three lines should list some things to improve the self-esteem of others: children or people with whom the participants work, their families or friends. Examples: notice and comment on positives and not negatives, give awards, try some activities, break tasks down into little possible steps for younger friends.

post-survey

(10 minutes)

Ask the participants if they would complete the anonymous questionnaire. Explain that it helps you see if you have been an effective facilitator.

using DARE/self-esteem activities

(35 minutes)

Explain that the activities you are handing out are designed to use with youth groups and that the manual contains many more kinds of activities.

Have the participants break up into subgroups of four. (Use four colors of dots on name tags.) Have the groups divide up so each group has one of each color. Assign the following activities (or select others you enjoy). For example, the person with a yellow name tag will be responsible for explaining and conducting the SUCCESS SHARING activity.

yellow - Success Sharing, page C-1
red - Killer Statements, page C-4
blue - Prideline, page C-8
Green - Friends, page C-3

Give everyone 3 or 4 minutes to read over their activity. Have them take turns "leading" the activity with other members of their subgroup. Allow 5-10 minutes per activity.

End with CONTRACTS and discussion.

You may also point out the STARTING SIMPLE WITH SELF-ESTEEM outline, in YOUTH PROGRAMS AND ACTIVITIES, page C-201. This section gives ideas for using series of activities with various age levels.

Teen Trainer

Workshop II

COMMUNICATION SKILLS

Objectives:

At the completion of the workshop, participants will:

- * recognize major barriers to good communication and ways to overcome these barriers.
- * have received information on the basic ways to improve communications (listening skills, sensitivity, nonverbal communication skills, "I messages," basics in assertiveness, and peer pressure avoidance skills).
- * have participated in five activities to increase personal communication skills.
- * be able to identify assertive, non-assertive and aggressive communication patterns.
- * have practiced peer pressure resistance skills.
- * have participated in activities to generate thought on the importance of role models.

Overview:

This workshop will introduce communication skills through affective activities and group discussion.

Materials:

- * Blank paper/pencils
- * Name tags (colored dots)
- * Flipchart and markers or chalkboard and chalk
- * "I Message" Scripts (2 copies each of 3 scripts), page B-34
- * Barriers to Good Listening (xerox master, page D-16)
- * Improving Listening Skills (xerox master, page D-17)
- * "I Message" Practice Situations (xerox master, page D-18)
- * I Believe (xerox masters, pages D-19&20; optional)
- * List of Rights (xerox masters, page D-21; optional)
- * Recognizing Assertive Behavior Activity (xerox master, page D-26)
- * Pre and Post-Surveys (xerox masters, pages D-14&15,28/30)
- * Optional Equipment:
 - Overhead Projector, Screen, and Extension Cord
 - Communication Filmstrips
 - Overheads (make from xerox masters, pages D-21/25)
 - * Assertiveness definitions (xerox masters, pages D-23/25)
 - * Gentle Art (xerox master, page D-22)
 - * List of Rights (xerox master, page D-21)
 - Filmstrips (available from DARE Office, order form, page E-207)
 - * The Gentle Art of Saying No
 - * Turning Off: Drugs and Peer Pressure

Agenda:

Allow 2 1/2 - 3 hours for program or split into two 1 1/2 hour workshops.

- | | |
|------------|--|
| 10 minutes | Introduction and Pre-Survey (Optional) |
| 10 minutes | Non-Listening Activity |
| 10 minutes | Barriers to Listening |
| 10 minutes | Reflective Listening |
| 10 minutes | "Once More With Feeling" Activity |
| 15 minutes | Double Messages - Activity and Discussion |
| 15 minutes | "I Messages" - Discussion and Role Play |
| 10 minutes | Break or Wrapup and Introduce Second Workshop |
| 10 minutes | List of Rights |
| 30 minutes | Assertive Behavior - Discussion, Activity, and Role Play |
| 10 minutes | Resisting Peer Pressure |
| 10 minutes | Flashback |
| 10 minutes | Post-Survey and Wrapup |

introduction and pre-survey

(10 minutes)

Introduce group leaders and explain that the workshop will cover ways to improve communication skills. Mention that the activities used can be adapted for use with other youth groups and are outlined in the manual. Have participants fill out and wear name tags.

Have participants fill out pre-survey. Allow about 7 minutes to complete. You may explain this by saying:

We would like to start the program by having you fill out a brief questionnaire. This will help us determine the effect of this workshop. It is not necessary to put your name on the questionnaires.

Key to Pre and Post-Surveys, COMMUNICATION:

1. a 2. c 3. a,b,c,d 4. b,c,e 5. all false for
assertive communication 6. b,e 7. a,d,e

non-listening activity

(10 minutes)

This activity relaxes the audience and initiates discussion of barriers to listening as well as listening skills. You will want to put this script outline in your own words.

To start this communications workshop, take a few minutes to outline some things you would like to share about yourself. These can be simple facts: where you were born, where you went to school, where you live now, your hobbies, your job, the names of your family, a funny thing that happened to you. If you prefer you can tell another kind of a story.

Now I would like you to break into groups of three. We are going to start this workshop with an activity called NON-LISTENERS. No one likes to have to speak to a group when they first come to a workshop so you are going to love this activity. You are going to speak but no one is going to listen to you.

Find two other people with colors of dots on their names that are different than yours. (For example, each group should have a red, a green, and an orange dot.) Groups need to spread out in the room.

The person with the red dot is to tell the rest of the group the personal facts on the card they just filled out, and really try to get them to listen. The green and orange dots must do everything they can not to listen, short of leaving the room. No physical violence!

Each person will have a turn trying to speak (red, orange, then green) for about 1 1/2 minutes.

You may want to ring a bell, call time or blow a whistle to change speakers for each 1 1/2 minute period.

After each person in the group has had a chance to speak, have everyone reconvene for discussion. (5 minutes)

You may move from the activity to the discussion by asking these questions:

Did anyone end up listening to the speaker? How did it feel to be the speaker? Have any of you experienced not being listened to when you were trying to communicate? Have any of you found yourself not listening to a speaker? Is it easier to listen or not listen? Why?

barriers to listening

(10 minutes)

This non-listening activity is a way of backing into the fact that listening is one of the most difficult communication skills to learn because good listening requires a lot of energy.

On your chalkboard or flipchart make two columns: Speakers/Listeners

Ask volunteers what speakers do that make it difficult to concentrate on what they are saying. Then cover listeners. Have them think of a time when they were talking or trying to talk to family, friends, or someone at work or even in a class or lecture. What prevented them from listening or being heard?

On a chalkboard or flipchart collect the ideas. You may need to give examples to start the discussion.

- * Trying to talk with parents while they're reading the paper - distractions.
- * Trying to talk to a teacher. The teacher has "prejudged" what you are saying, or you have "prejudged" the teacher - prejudice.
- * Parents trying to talk to you when you have a million things to do - preoccupied.
- * Trying to discuss a problem when there is hostility - emotional barriers.

Generate a list that touches on these major points.

Barriers Caused by "Speaker:"

- * Noisy or distracting surroundings - TV, tapes, etc.
- * Always talks in the same way - softly or shouting or nagging.
- * Uses words that aren't familiar or may have different meanings to the listener.
- * Ignores the listener's feelings - is insensitive.
- * Says something that causes an emotional reaction, e.g., "your friends are worthless bums."
- * Doesn't allow the listener to be involved; listener can't get a word in edgewise; doesn't really listen to what the other person has to say or doesn't take what the other person has to say as important (discounts it.)

Barriers Caused by the "Listener:"

- * Noisy or distracting surroundings.
- * Is passive, has no interest in listening.
- * Thinks of other things, lets the mind wander.
- * Thinks of what to say next instead of what the speaker is saying.
- * Discounts or evaluates what the "speaker" says because of appearance, earlier experiences, or other prejudice before even listening to the message.

- * Says one thing, but indicates the opposite by "body language" or the way it is said.

Point out that when you want to communicate the only way a person can let another person understand what is wanted or needed is to get on the same "wave length" with that person. The only way to get on the same wave length is to listen to what the other person is saying, and to tune into feelings. You must talk in a way that won't turn that other person off, discount feelings, or prejudge. Minimize distractions. We all often bring outside problems from the job or home or school into an interaction without realizing it.

Summarize listening skills covering the following points:

As a speaker make sure you:

- Can be heard, turn off the stereo cassette, etc.
- Vary your tone of voice, (e.g., if you usually shout at parents, try speaking calmly and quietly).
- Use words that have the same meaning to the other person as they have for you.
- Avoid emotionally laden terms that will make the other person upset or angry, (e.g., critical comments on beliefs, values).
- Listen to what others have to say, give them a chance to express feelings and views. Value those feelings. They are real for that person.
- Check or reflect if you have understood what the person is saying and the feelings behind what is said to find out what is actually being said before discounting or judging.

As a listener be sure to:

- Make an active effort to listen.
- Focus on what is said, don't let the mind wander.
- Ask for examples or explanations.
- Keep an open mind, don't discount, evaluate or prejudge the speaker before listening.
- Attempt to understand feelings behind the message.
- Restate both the idea and feeling to let the speaker know you understand.
- Try to overcome barriers put up by the speaker.

I imagine several of you inwardly moaned when we started the first activity. Most people would rather listen than have to participate more actively. But, listening is a difficult skill. People only remember approximately one-half of what they hear immediately after they hear it and half of that eight hours later. Participating in activities, and having to respond really increases what is remembered. People are less likely to lose their attention span if they have to respond in some way.

Use handouts on barriers to listening and improving listening skills.

reflective listening

(10 minutes)

One active listening technique, called reflective listening, helps listeners concentrate. Because the listener must "reflect" the speaker's thoughts back, the listener actively listens.

In reflective listening, listeners repeat, in their own words, what they think was said as well as how they perceive the feelings of the speaker. The person speaking then knows they have been heard and listeners affirm understanding. Good reflective listening can prevent misunderstandings.

Most of us, when growing up, were not exposed to reflective listening. Therefore, when we are trying to help another person we have a tendency to say the same things our parents and friends said to us. More often than not, we learned to respond by asking questions or giving advice. These have their place, but when we truly desire to be helpful, they often get in the way more than they help. Here's why:

- * Asking questions can switch the train of thought of the speaker. It can keep friends from sharing in their own way. Sometimes questions can seem like prying or imply that the speaker did something foolish.
- * Giving advice or suggesting a better way can feel pushy to the other speaker. It suggests that the advice-giver thinks he is right and the speaker is wrong. Oftentimes a speaker simply wants to be heard and is not asking for advice.

For many people it is the understanding of the feelings that is desired rather than the content. Giving advice and questioning usually focus on the words, not the feelings.

As a listener, try to avoid questioning or giving advice. They work against good understanding and sharing. Your strength lies in being a friend and "being there" when a friend is needed. When you try to question or give advice, you may make communication more difficult and actually turn your friend away.

Reflective listening is composed of three major parts:

- * Listeners notice the feelings expressed by the speaker.
- * Listeners reflect the feelings back to the speaker -
 - "You sound delighted that ..."
 - "It sounds like you are very upset that ..."
 - "You must be feeling frustrated that ..."
- * Listeners describe the reason for the speakers feelings.

List these components on a flipchart or blackboard.

Emphasize that reflective listening is a good tool but can be abused by overuse or to keep from showing personal emotions.

"once more with feeling"

(10 minutes)

The purpose of this activity is to increase awareness of the speakers' feelings and to practice reflective listening.

Have the participants think of three things about which they feel strongly - e.g., happy, sad, mad, confused. They may or may not write them down. Read some of the examples below with the appropriate feeling to give them some ideas. Emphasize being sensitive to feelings. Have them identify the feelings.

This project is impossible, I can't complete it.	frustration
I'll never get my work done.	frustration
I don't know what I'm going to do with my parents.	confusion
We're going skiing this weekend.	happy
I'm out of money.	discouraged
Fred has dropped out of school.	frustration
I just got a job/raise.	relieved
I am pregnant.	happy, upset, or worried
My friends want me to do this but my parents will be furious.	confusion
My boss is ignoring me.	mad

Before breaking them into subgroups, explain that they will take turns being the speaker, the listener and the observer. Speakers will say three statements with the appropriate feelings. The observer will identify the feelings, the other listener will then make a response that names the feeling and the cause.

Model these two examples (or some of your own) with another group leader.

Jerry: Yesterday, I did a crazy thing. I went out and bought myself a new tape.

Jerry's Feelings: Satisfied, happy.

Reflective Response: You feel good about that!

Ted: I give up! I have tried and tried to get my parents to listen, but they ignore me.

Ted's Feelings: Frustration, defeat.

Reflective Response: You seem upset because your parents do not seem to pay attention to you.

Break into small groups and carry out the activity (6-7 minutes). As a large group discuss how they felt as speakers and listeners using the reflective listening technique. Review the basic points in reflective listening.

Have volunteers share personal experiences where reflective listening would be helpful.

double messages

(15 minutes)

In subgroups have each person send a "double message" by saying one thing but transmitting an opposite message with facial expression and body language.

Give this example:

"I'd really like to go to the movies." Frown, look down and slump shoulders. Keep voice flat.

When everyone has had a chance to send the "double message" ask the whole group these questions:

Why does saying one thing and "acting" something else cause confusion? Which message would you believe? (the non-verbal) What is a good way to make sure you are "sending" the message you want to send? (Match words with body language.)

Emphasize the confusion caused by double messages. Summarize with the following points:

- * generally people believe what they see before they believe what they hear.
- * to communicate effectively, the signals we send with our bodies must match the signals we send with words.

Learn to match body language, e.g., a firm look and posture with a firm no. This is essential for saying no when under pressure. Uncertain body messages always lead to more pressures.
- * to receive communication clearly we must listen both to the words and notice the nonverbal messages.
- * if we receive double messages, we should use reflective listening to improve communication. "I am hearing that you would like to go to the movie, but your actions tell me you do not want to go. Could you help me understand how you are feeling?"

"You say you want to go to the park but you don't act like you do. Help me understand how you really feel."

Summarize on a flipchart or blackboard.

Of course, to send a message that matches words and body requires being honest with oneself, deciding what is really wanted or needed.

"I messages"

(15 minutes)

In this section, "I Message" skits introduce an activity that allows participants to practice "I Messages." Ask for 4-6 volunteers to read the scripts below.

There are times when we feel a strong emotion and need to express it. If not handled properly, the situation can erupt into a confrontation where nothing gets solved. I would like six volunteers to act out three such situations.

Explain situation 1.

Have the first two volunteers act out 1a. Ask the audience: "What happened?" "How would the actors feel in real life?" "Was the problem solved?"

Now have the volunteers act out 1b. Ask these questions: "Was the real issue solved?" "Why?" "How did you feel with the two different ways?" "Which way expressed the feelings of the speaker more completely?" "Which way places blame on the listener?" "Which way makes it easier to identify the problem?"

Continue through the three scripts.

Scripts:

1. You share a car pool with another person. It is the other person's turn to drive but he/she doesn't show up. You have to find another way. This makes you late.

- 1a. Person A (angrily): "You are irresponsible, I'm not going to car pool with you anymore!"

Person B: "You are a lousy person to car pool with anyway!"

- 1b. Person A (more calmly): "I am very angry about yesterday. You were supposed to pick me up and never came. I was late for work and got in trouble."

Person B: "I'm sorry you got in trouble. I didn't have to work and forgot to call. I will be more considerate next time."

2. You have been waiting a long time at a restaurant and the waiter hasn't taken your order. When he comes:

- 2a. Customer (angrily): "Boy are you incompetent. I'll never eat in this hole again!"

Waiter: "What's eating you, buddy?"

2b. Customer (more calmly): "I'm really getting upset. I have to be somewhere at 7:00 and have been waiting half an hour to order."

Waiter: "I've been very rushed. I'll make sure you get your order right away."

3. Your parents never listen to anything.

3a. Teen (angrily): "You never listen! You just don't care!"

Parent: "Why should I listen when you just think of yourself!"

3b. Teen (more calmly): "I'm really unhappy. I can't seem to talk to you anymore. I feel you don't care."

Parent: "I didn't realize there was a problem. What did you want to say?"

Ask:

What are some of the techniques used in the better responses? Why are they better than the other patterns?

Summarize and explain the components of "I Messages."

The offended person didn't place blame on or attack the other person. Placing blame usually puts the listener in a defensive or threatened role. Nothing gets solved.

In the second example, the speakers recognized their feelings and took responsibility for them. The speakers then described their feelings and gave the cause for those feelings. The action or behavior that caused the problem was described, the personality of the other person was not blamed.

The speaker doesn't:

- blame or attack the person. Placing blame usually makes the person very defensive and nothing gets solved.

The speaker does:

- decide how he or she felt, accepts and admits those feelings. "I am really upset."
- give reasons for those feelings. "My evening plans got all messed up when you arrived late."
- criticize the action, not the person.

(You may recap an example to emphasize these points.)

This way of communicating feelings is called "I Messages" because the speaker "owns" personal feelings and does not blame or attack the other person but expresses a feeling over a behavior. The main components of "I Messages" are:

(Write on chalkboard or flipchart.)

* Honesty - We must be conscious of our personal feelings in a situation and admit them. "I am angry," "I am hurt," "I enjoy ...," "I am frustrated."

* We must state those feelings.

* We must state the cause of the feelings.

"I am upset because we are late and cannot leave on time."

"I'm happy because you came to see me."

* Concentration on the behavior not the person.

Some sentences that begin with "I" aren't good "I Messages." For example, "I think you are incompetent" is not an "I Message" because it attacks the person.

To send "I Messages" ask yourself:

"What am I feeling? Why?"

"What behavior caused that feeling?"

"What do I want to happen?"

It takes practice to use "I Messages" so we have enclosed a sheet of "I Message Practice Situations," xerox master, page D-18. Write responses to the situations, then these share with a neighbor. Help each other make sure you have listed the feeling and the cause. Be sure to write "I messages," not what you might say normally.

Ask for a few volunteers to share messages with the whole group.

Think of some time you could have sent an "I Message" to a family member or someone with whom you work. It may have been a time you sent a "you message" (you are so lazy, etc.), or a time you wanted to say something and didn't. Perhaps a relative takes advantage of you for rides or babysitting or a boss or co-worker takes you for granted.

Write an "I Message." Practice it on your neighbor. Discuss how it feels. Are you comfortable? Why or why not?

"I Message" Practice Situations:

1. A new friend likes going places with you. But he is always late. You have to wait at least 30 minutes for him every time you do something together. Often you are late getting to a concert, ball games or movies. Tonight he picks you up at your house. He is 45 minutes late.
2. Your friend has just called at 11:30 p.m. You were in bed sleeping. He says, "Hi, just thought I'd call and visit for a while."
3. Your sweetheart has just given you a special gift.
4. Your friend borrowed your favorite sweater. When he/she returns it, it is dirty and there's a small hole in the elbow. He/she says nothing about it and acts as though nothing has happened.

How could using "I Messages" instead of "You Messages" change the listener's reaction?"

Remember "I Messages" are a tool. Sometimes you have a choice not to mention or deal with a problem and let your anger erode a friendship. The other choice is to take a chance of dealing with it the best way you can with an "I Message."

break

(10 minutes)

list of rights

(10 minutes; optional)

You may want to introduce this segment like this:

In this part of the workshop, we will be covering the basics of assertive communication patterns. One of the big stumbling blocks for many of us is that we tell ourselves that we do not have the right to stand up for ourselves in certain circumstances.

The I BELIEVE worksheet (xerox masters, pages D-19&20) is designed to start you thinking of things you may be telling yourself. Answers are at the bottom. Be honest and check thoughts you sometimes have.

Allow 5 minutes for worksheet. Let people discuss their personal discoveries. Share an example that you, as a group leader, find yourself thinking.

Summarize the activity by presenting the List of Rights (below). Point out that we have these rights and so do the people with which we communicate. This list provides the foundation for assertive behavior.

List of Rights: (xerox master for handout or overhead, page D-21)

You have the right to:

- | | |
|----------------------------|--------------------------------------|
| * make requests. | * show that you are angry or upset. |
| * say "I don't know." | * say "no" to requests. |
| * make mistakes. | * decide if something is OK for you. |
| * say what you think. | * not justify. |
| * make your own decisions. | * be treated fairly. |

This list of rights may seem obvious to some people but many of us were raised feeling we don't have certain rights or we unconsciously back away from putting these rights to work for us because it can be uncomfortable or difficult.

Choosing not to exert the rights is okay as long as it is a choice. Are your patterns happening because you simply don't ever think about it or are they your decision?

Everyone has these rights, however, along with the rights there comes the responsibility to take the consequences of whatever happens when the rights are exerted.

Example: I have a right to ask a favor of anyone. I have the responsibility to graciously accept a no or expect a favor may be asked in return someday.

Think of possible outcomes for exerting rights/not exerting rights.

Example: Telling a friend that you really don't want to babysit for her all the time or lend your personal things or money. Even if said nicely with an "I message" it might cause her to become unfriendly. The

alternative is to say nothing and have your resentment erode the friendship.

assertive behavior

(30 minutes)

This section covers the definitions and examples of aggressive, assertive, and non-assertive communication behaviors. The RECOGNIZING ASSERTIVE BEHAVIOR quiz (xerox master, page D-26) opens a discussion on using assertive behavior. The section will end with role playing of assertive behavior. Optional overheads (xerox masters, pages D-23/25) list definitions.

The basic ideas behind assertive patterns can help us all communicate better.

Sometimes people who claim to be "assertive" are really aggressive. Even people that have taken "assertiveness" training may use a formula and not really be sensitive to the needs of others or themselves. Here are the simple definitions we use to explain assertiveness.

Assertiveness is placing oneself equal to another person, tuning into and standing up for our own feelings and needs but at the same time being sensitive to other peoples' feelings and needs. Equality is the key.

Aggressive is putting oneself first, often in a pushy, demanding, insensitive way. An aggressive person ignores the other persons feelings and needs. Equality is missing.

Non-assertive is consistently putting one's personal needs and feelings aside, often to the point of feeling used. Again, equality is lacking.

From these definitions it is easy to see that being assertive can vary among situations.

Give the RECOGNIZING ASSERTIVE BEHAVIOR quiz. Read each question out loud but not the answers. After the participants have checked their responses go back over the questions. Read the responses in several ways showing how responses can vary depending on how they are said and to whom. Emphasize that assertiveness doesn't necessarily happen with a formula but requires sensitivity to self and others.

Have the group discuss problems and difficulties of using assertive behavior in different situations. Use a chalkboard or flipchart to record ideas. Ask for possible solutions.

Include the following points:

- * To overcome the initial difficulty in using assertive behavior in a new situation, role play to yourself with a mirror.
- * If you are going to start using assertive patterns with someone close (a parent, co-worker, friend) you should explain to them you are going to try to be more open with them and you are trying a new way to communicate with them.

* Assertiveness doesn't have a rigid set of behaviors; it varies with cultures and locations. Assertiveness in New York might sound aggressive in Eastern Colorado. Use good judgment in your assertive responses, keeping in mind your needs but being sensitive to the other person.

* Remember to match your "body language" and tone of voice to your assertive statement. A perfect assertive sentence can become aggressive or submissive simply by changing the nonverbal message.

You may want to use examples of each of these points.

To put together good assertive communications remember:

- * Use "I Messages" to tell how you feel and why.
- * Match body language to what you are saying.
- * Have eye contact with your listener.
- * Speak firmly and clearly, without hesitancy.
- * Practice by role playing.

It is important to realize that self-assertion doesn't guarantee that others will comply. It only assures self-satisfaction that you have expressed yourself the best you can.

Here are more examples of assertive, aggressive, and non-assertive behavior.

Situation: A friend and neighbor is always asking you to take her somewhere. You feel used, but haven't said anything. She's just asked you again. You aren't going anywhere but you really don't want to do it.

You say:

"OK, I'll take you." Non-assertive because you are putting your feelings last.

"You are really inconsiderate. You're always expecting me to take you around and I'm tired of it." Aggressive because it is a personal attack.

"I don't want to go today. I've taken you quite a few times already." Assertive - honest but without making a blaming remark.

Situation: You have had some trouble at school. You are called to the school for a conference with teachers and school officials. They are presenting the problem in a negative hostile way. You feel yourself getting angry.

You say nothing or agree - non-assertive, not expressing your feelings.

You say angrily, "You are all prejudiced. You don't care about me. You're making things up." - aggressive, won't benefit anyone.

You say, "I feel this discussion is very one-sided. I know I've made mistakes but I've done some good things too. Can't we take that into consideration?" - assertive type response.

Ask for 2-3 volunteer groups to share their experiences.

Discuss the group's feelings about using assertive responses.

Summarize by reminding them that true assertiveness requires sensitivity to the feelings of the speaker and the listener, that they should not feel guilty if they feel a situation is not appropriate for a "classical assertive" response.

resisting peer pressure

(10 minutes)

This section discusses the difficulties of remaining assertive in a pressure situation.

Three or four of your team (or volunteers) will "act out" two of the skits showing both good and poor ways to handle pressure (scripts below). Conduct a group discussion. Have the group develop a list of good strategies for resisting peer pressure after the two sets of skits.

The most difficult times to use assertive responses can be when friends pressure us to do something we really don't want to do.

We have two skits to show pressure situations. In the first situation, Mary is shopping with a friend:

Script IA.

Mary: Hey, I was wondering if you'd lend me five bucks. I noticed you just broke a twenty. I could pay you back day after tomorrow.

Susan: Well, I'd rather not. I still need a few things.

Mary: If I could just borrow five, I would get this tape. You trust me, don't you?

Susan: Sure, I trust you. It's just not convenient right now.

Mary: I don't get it. Here you are and here I am. What's inconvenient about it? And you know I always pay back, right?

Susan: I guess so.

Mary: You do trust me, don't you?

Susan: Okay, here's the money. (in a depressed way)

What happened? Susan wasn't firm in the beginning and Mary rolled right over her and made her feel guilty with the trust comments. The point isn't whether or not Susan trusts Mary, it is whether she wants to lend her money.

Script IB.

Here is the same situation.

Mary: How about lending me five? I can pay you back day after tomorrow.

Susan: I'm sure you would Mary, but I don't want to lend any money right now. Sorry.

Mary: Hey, it sounds like you don't trust me!

Susan: It has nothing to do with trust, Mary, I just don't want to lend my money. I need that five later.

Mary: You may need it later, but I need it now!

Susan: That may be, but I just don't want to lend any money now. Sorry.

Ask:

What happened this time?

Susan kept repeating her refusal in a firm way without excuses. She wasn't manipulated into feeling guilty and wouldn't allow the point of the conversation to be turned into a matter of trust but stayed with the issue of money.

Note that assertive here means being as strong as the other person.

In the second situation there are a bunch of kids over at Joe's house. His parents are gone for the afternoon.

Script IIA.

Paula: Hey, this afternoon's getting boring. We need some excitement.

Boy 1: Hey, I know. Where do your folks keep the liquor, Joe?

Joe: Gee, there's not much in there.

Boy 2: So what. We're only gonna take a little.

Joe: Well, I'm not sure we should.

Boy 1: Hey, I thought we were friends. I didn't know you were such a creep.

Joe: Well, what if my folks find out?

Paula: Boy, Joe, come on. Some kind of friend you are!

Joe: Well, maybe just a little. But I sure hope we don't get caught.

Ask:

What happened this time?

Again, excuses and being made to feel guilty.

Script IIB.

Let's try it again!

Boy 1: Where do your folks keep the liquor, Joe?

Joe: Hey, that's off limits.

Boy 2: What do you mean, off limits? Come on, Joe. We're only gonna take a little.

Joe: No, we can't do that.

Boy 1: Hey, I thought we were friends. I didn't know you were such a creep.

Joe: It's too bad you think I'm a creep, but the liquor's off limits.

Paula: Boy, Joe, some kind of a friend you are!

Joe: You mean to be your friend I have to do something I really don't want to do?

Boy 2: Ah, gee, Joe. Who cares anyway? We'll do something else.

Ask:

What happened this time?

Joe repeated no firmly and didn't allow himself to be made to feel guilty. He also used his credit by asking "Do I have to do that to be your friend?"

Script IIC.

Now let's try one more response pattern:

Boy 1: Where do your folks keep the liquor, Joe?

Joe: Gee, there's not much in there.

Boy 2: So what. We're only gonna take a little.

Joe: Well, I'm not sure we should.

Boy 1: Hey, I thought we were friends. I didn't know you were such a creep.

Joe: Well, what if my folks find out?

Paula: Boy, Joe, come on. Some kind of friend you are!

Joe: (getting angry) You guys are just a bunch of cheap moochers. All you ever want is a free handout. You can just leave and never come back!

Ask:

What kind of a response pattern was this? Did it solve problems or create new ones? Non-assertive responses often allow people to get backed into corners from which they overreact.

Have the audience contribute to a list that summarizes the major points of peer pressure resistance. These points can be listed on a chalkboard, flipchart, or overhead, or use the GENTLE ART overhead master, page D-22.

Summary of Techniques to Resist Peer Pressure:

Do:

Say no repeatedly.
Cite a standard.
Stick to the issue.
Use personal credit.
Recruit a friend.
Delay the decision if necessary.
Terminate the conversation if nothing else works.

Don't:

Back down.
Make excuses.
Feel guilty.
Allow the issue to be changed.
Be bullied.
Delay unless you can't deal with the problem immediately (it will come up again).

The most effective way to begin to use peer pressure resistance skills is to practice in a non-threatening situation. Have your groups break into subgroups of 4-5. Each person will be subjected to "pressure" from other group members on a selected topic. They need to use three of the resistance techniques just covered to resist the pressure. Each person will be subjected to pressure for 1-2 minutes. They may use the WAYS TO AVOID PRESSURE handouts for ideas (xerox master, page D-53).

To select topics, have individuals select a situation they feel is difficult for them personally. They may either respond to their personal situations or trade within the subgroup.

Remind groups that a key skill is to be firm -- matching body language to words.

Have the members of the subgroup take turns pressuring each other. Each person needs to practice responding in an assertive way. Watch for firm body language. Allow no excuses and no issue changes.

Hand out lists of the WAYS TO AVOID PEER PRESSURE or write them out on a flipchart or chalkboard.

Ideas for pressure situations include:

- Pressure to get in a car with a driver who has been drinking.
- Pressure to use cocaine at a party.
- Pressure to shoplift.
- Pressure to stay overnight with a friend when parents are away and you know both sexes have been invited.
- Pressure to lend money/clothes to an unreliable acquaintance.
- A family member wants you to babysit excessively.
- A family member always expects to be "bailed" out of trouble.

flashback

(10 minutes)

In this section, an activity and discussion will start teens thinking about their importance as role models.

Have teens flashback to their junior high years, and remember 5 or 6 things they really wanted to do, have, or be. Give some examples:

- Have a car like an older sibling.
- Have a certain haircut or clothing.
- Be selected for an office in some organization.
- Be invited to a party with older kids.

Have them list the 5-6 things that were very important to them at the time.

Below that, have them list 2-3 things, habits, or situations that they regret starting or doing.

Allow 3-4 minutes.

Now have them list, after each item, the primary factor that initiated them wanting to do those things. Who or what was the major influence for each item?

Develop a list, on a flipchart or chalkboard, of the kinds of people that were primary influences in their lives. Lead the discussion to show that older teens had a major impact on their decisions as younger kids. Have the group develop another list of how teens can be good role models.

Summarize the discussion with the fact that young kids will imitate teens; that teens have more influence over younger teens than adults. Their impact on preventing problem behaviors can be very effective.

post-survey

(10 minutes)

Have the participants take a few minutes to fill out the post survey.

Explain that the activities in the workshop are described along with others in the manual. They are designed to be used with youth groups by your audience.

Schedule Workshop III.

Teen Trainer

Workshop III

SELF-RESPONSIBILITY

Objectives:

At the completion of the workshop, participants will:

- * recognize the concept of self-responsibility as accepting both outward, obvious responsibilities and developing internal locus of control.
- * have participated in three activities designed to increase awareness of personal levels of internal control.
- * have been exposed to several strategies to increase self-responsibility and internal control in self and other young people.

Overview:

This workshop helps participants become aware of personal attitudes toward self-responsibility through a series of activities and discussions. The activities and strategies experienced in the workshop can be used with many age ranges.

Materials:

- * Time Line floorboards and cards (see activity, page B-53 for instructions)
- * Control Auction handouts, fuzzy money, and certificates (see pages D-32/35 for xerox masters)
- * Chalkboard and chalk or flipchart and markers
- * Name tags
- * Approximately 15 pieces of scratch paper (1/4 pages are fine) per participant

Optional:

- * Pre and Post-Surveys (xerox masters, pages D-31, D-39&40)
- * Overheads:
 - Responsibility cartoons/internal control/victims & villains (xerox masters, pages D-36/38)
- * Screen, overhead projector, extension cord.

Agenda:

Allow 2 hours for program.

10 minutes	Introduction and Pre-Survey
25 minutes	Time Line of Responsibility - Activity
	or
	Control Auction - Activity
10 minutes	Responsibility - Internal Control
12 minutes	Recognizing Feelings - I Feel - Activity and Discussion
15 minutes	Break
10 minutes	Accepting Responsibility for Actions - Discussion and Activity
15 minutes	Villains and Victims - Activity and Discussion
10 minutes	The Rescuing Game
5 minutes	Post-Survey and Wrapup

introduction and pre-survey

(10 minutes)

Introduce yourselves and explain that the workshop covers the development of self-responsibility.

We would like to start the workshop by having you fill out a brief questionnaire. This will help us assess our ability to meet the program objectives. The surveys are anonymous.

Allow 7 minutes and then collect.

Key to Pre and Post-Surveys, SELF-RESPONSIBILITY:

1. d 2. d 3. c 4. c,d
5. flexible answers include:
 - decides how to act in a situation instead of reacting in a pattern
 - accepts responsibility for actions and feelings
 - tunes into feelings
 - doesn't allow uncontrollable external influences to unduly determine feelings or actions
 - decides if actions or feelings are what they want

time line of responsibility

An alternative or additional activity to the TIME LINE is the CONTROL AUCTION, the next activity.

These two activities are used to generate a discussion of self-responsibility.

(25 minutes)

Time Line Floor Board: Divide a 16 foot strip of butcher paper into sections of 1 foot each. Write the following age ranges in the sections: 0-5, 6-7, 8-9, 10-11, 12, 13, 14, 15, 16, 17, 18-19, 20-25, 26-36, 37-55, 56-on, never.

Make up 5x7 cards, each with one of the following responsibilities or behaviors: use snuff or chewing tobacco, first marijuana cigarette, begin smoking, marriage, establish independent living quarters, staying with friend whose family you don't know, first boy-girl party unchaperoned, 12:00 weekend curfew, staying alone, first can of beer, first kiss, first date, assume financial responsibility for dates, first car date, first puff of a cigarette, paid for household or farm chores, allowance, first sip of wine, allowed to drive, taking first job, glass of wine at family dinner, first boy-girl party, first love relationship, alcohol at parties, taking family car, experience being drunk (or make up your own).

Before activity begins, put the TIME LINE on the floor and allow sufficient space for your group to stand or sit around the floorchart. Explain that you will be starting with an activity to discuss when people should assume different responsibilities and behaviors. If the group is large, divide the participants so you have 10-20 in a subgroup. Have your group leaders move the activity along quickly, so it can be completed in 25 minutes.

Have each group gather around a Time Line Floor Board (already on the floor). Pass out all behavior cards to participants (each participant should have one or more). Call attention to the "never" category. Have each person place their card(s) face down, without discussion, on the age when they feel it is appropriate to begin the behavior or take the responsibility. The cards are ambiguous to generate more discussion. Then, start turning up cards at the youngest age. Anyone may challenge a card's placement and move it. The person who originally placed the card may choose to defend their placement. Group consensus (vote if necessary) will determine final placement.

Discussion:

How do the differences among adult views affect how children feel about assuming responsibilities?

How many of you used yourselves as a model?

How many of you placed the cards for an ideal situation?

How many placed the behaviors, not as you would ideally have them, but where you saw them realistically occurring?

Did anyone change their viewpoint because of the discussion?

(Usually this does not happen.)

Is the actual age when the responsibility can be assumed important?
How can children become more responsible?

Have the group return to chairs. Summarize the activity like this:

In watching the group(s) work, there were some real similarities and some very strong differences. We all have different viewpoints on when certain responsibilities should be assumed and under what conditions. Did any group entirely agree on the TIME LINE? As you know, adults have definite ideas on this transfer, too.

Given the differences among each other and between adults and children, the simple fact is that the journey into assuming self-responsibility needs to be made. This often takes a great deal of negotiation because every situation and every family is different. The journey into assuming responsibility for ones self is a personal journey. Strategies we will cover are some ways to help us make it easier.

control auction

(25 minutes)

This activity allows participants to evaluate aspects of their lives of which they would like to gain or retain control. It is summarized by allowing them to think of several realistic steps in this process. (See xerox masters, teen version, page D-32.)

Pass out \$200 in "fuzzy money" and auction lists (see xerox masters on pages D-32/35). Have participants decide how they would like to spend their money. Have them note this in Column I of the auction list. Some may wish to spend all \$200 in one place, others may want to divide their money on several items.

Explain the rules:

1. This is an auction in which you can "buy" control of certain aspects of your life. You will be bidding against each other for the control or controls that you want. Each person will start with \$200 of "fuzzy money."
2. If you bid and do not have enough money, the item goes to the next highest bidder.
3. You must keep your own accounts on your worksheet - which is also your checkbook. Keep track of what you spend!
4. No borrowing or sharing of funds is allowed.

Auction quickly and with humor.

Discussion:

How many of you actually bought what you listed in Column I? Why or why not?

Many times just like in real life we get caught up in something that seems important at the minute that wasn't originally a value, we lose sight of our original values. Other times something may seem to "cost" more than we are willing to pay. Peer influences often changes our minds. Did anyone buy something they didn't originally want? Why? How many of you didn't buy the things you listed in Column I? Why?

Hand out the control certificates (xerox master, page D-34). Have participants fill in the blanks with three very real actions to gain control of one of the items they bought (or they may write a contract for an item they really wanted to buy and didn't).

Examples of possible contracts:

- | | |
|-----------|---------------------------------------|
| My health | - exercise |
| | - good food |
| | - make time for fun |
| My income | - job training |
| | - persistence on job or finding a job |

- enlisting friends/family support
(babysitting pools, etc.)

How realistic is it to gain control of the item you bought? Are there ways to actually move toward having "control" over those aspects of your life?

Summarize by leading into the following activities as strategies that will help answer those questions.

responsibility - internal control

(10 minutes)

The last activity introduced self-responsibility as transferring control over the physical necessities of life.

This section discusses another level of self-responsibility: the development of a viewpoint of life where a person assumes the responsibility for personal feelings and actions.

The following is a suggested outline:

What is self-responsibility?

Becoming responsible for one's self is a process and not an end point.

It includes the kinds of outward activities we discussed on the TIME LINE or CONTROL AUCTION, plus things like doing homework, finishing projects, holding down a job. But it also involves the development of a viewpoint of life. A viewpoint that most adults are still developing.

It involves the gradual realization of who ultimately is responsible for what happens to us. It involves gradually taking the reins of our lives into our hands. Self-responsibility is the development of self-concept that includes the realization that "I am what I make myself;" "I can affect what happens to me;" "I alone decide how I feel;" "I can take control of my own life" (overhead masters, pages D-37&38).

We can't control external events in our lives; the things that happen to us. But we can control how we react to them, how we let them make us feel.

Control is a key word here. Are our actions and feelings controlled by ourselves INTERNALLY; or are we predominantly affected by EXTERNAL influences, what other people say and do to us?

The impact of this section will be much greater if you can use several examples of people you know who have overcome difficulties and illnesses to maintain positive outlooks on lives.

For those who were present in the first workshop on self-esteem, remember the PRE-TEEN and ADOLESCENT flashback activities? From where was the control of our good and bad memories coming?

Positive and negative feelings were mostly externally controlled -- awards, compliments, interactions with friends. There is a reason for that. Internal control develops with time and conscious effort.

Development of internal control, as a form of self-responsibility, is not an easy goal. This is emphasized by looking at the adult population. A large portion of the "mature" population never have taken control of their own lives. They go to work and raise families. They have assumed the first level of self-responsibility, but

- Think of adults who blame others for problems in their lives; they are "victims."
- Think of people who expect someone else to take care of them -- Uncle Sam, a wife, a husband.
- Think of people you know who don't take care of themselves physically and then are upset when the medical profession can't make them well.

These are examples of people who have given control of their lives away.

Many people haven't even started on the second stage of self-responsibility. Many of these people have a "victims' syndrome" because they have given the control of their life away. When someone says, "It wasn't my fault, he did it to me;" it is really detrimental because he is saying "I am not in charge, I've given away my power."

Internal control is choosing how to react to a series of external events. This can be illustrated by two people experiencing the same problem.

Acquaintances are insulting Mary and her friends - really putting them down. She is saying to herself, "This is really upsetting me! I'm upset, I'm furious!" Acid is pouring into her stomach. In fact she is so angry she gets drawn into a shouting match that ends in punching and pushing and gets into trouble with school officials.

In another school the same thing is happening to Irene. She naturally starts to react by getting upset but then stops herself. She says to herself, "These kids must be pretty insecure to have to insult my friends and me. I'm not going to let them upset me, then I'll be just like them. I'll just shake my head and walk away."

Same type of situation: In the first, other people control Mary to the point that she acts in a way that isn't in her best interests; this is external control. Irene decides herself how she wants to react considering what is best for her; this is internal control.

Developing internal control takes time. It means thinking about ourselves in new ways. Learning not to give away the control over our lives and helping others learn not to give away their control is difficult but very important.

recognizing feelings, I feel

(12 minutes)

Learning to "tune in" to and pay attention to feelings is a very important step in learning to take control of one's life. How can we understand what we need if we ignore our feelings.

A pattern with children and adults too, is to say "well, my friends want," "everybody feels," "my girlfriend wants," "my parents feel." The pattern is rarely to think for oneself and say "I need or I feel."

Many times we get trapped into taking care of everyone's feelings and ignoring our own - or - trying to please other people and ignoring our own needs - or - just going along with family or friends and not deciding for ourselves.

Tell the participants to think of three emotions they are feeling. Make sure they do not record "physical" feelings like tired.

The emotions can be from different aspects of their lives and may be very different. Try to think of several types of feelings. Have them write "I feel ..."

Examples:

"I feel joyful" (maybe something wonderful happened at home)
"I feel frustrated" (with a problem I'm having)
"I feel anxious" (some big event is coming)

Have the participants keep their lists to use after VILLAINS AND VICTIMS Activity.

Discussion:

Was it difficult for you to identify feelings related to different aspects of your life? In a normal day do you find yourself identifying feelings? Do you see your parents paying attention to their feelings? (e.g., when their friends or family want to do something and they don't) How can we help others start "feeling" for themselves?

Like using a little-used muscle, it can be hard and sometimes painful to try to sort out personal feelings. Group dynamics have a real suppressing effect on identification of feelings. Yet identification of feelings is an essential part of our ability to resist peer control.

Two ways to help others be aware of personal feelings:

- Ask others how they feel about different things as they come up in normal conversations. Don't let them "parrot" someone else.
- "Tune in" to feelings ourselves. The most effective way to help others is when they see it being lived.

break

(15 minutes)

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accepting responsibility for actions

(10 minutes)

In this section, an activity followed by a discussion will encourage participants to look at their own level of internal control.

One way to initiate thoughts of internal control is by an activity called **TAKING RESPONSIBILITY**. The best way to explain this activity is to have you try it.

On a sheet of paper, make 3 columns. Think of about five things you do, fairly often, that you really don't like to do. Things you feel you **HAVE** to do, that you feel trapped into doing.

Write, using the format, "I have to ..."

You may want to give some examples of your own or use these:

I have to drive a friend somewhere, I have to attend certain family events, I have to do my homework, I have to practice, I have to get up at 6:00 but would like to sleep until 7:30. A list for younger kids might include "I have to go to school," "I have to clean my room."

Now, cross out the have in each sentence and put choose.

Is it true that you have chosen to do that? (Many people may argue they have no choice, don't pursue the point yet.)

Let's look at your alternatives. Select your least favorite statement to expand. Think of 7 or 8 alternatives, other choices, you could make in that situation. Remember to include some you may have subconsciously discarded as unusable. Also try to think of new possibilities.

Give a personal example, or use this one.

Example	Choices	Outcomes
I <u>choose</u> to help my parents:	I could refuse. I could disappear. I could say I would and just not do it. I could make up an excuse.	

See if anyone wants to share an example and their choices. Write it up on a flipchart or chalkboard.

If you have an example, you may have the group as a whole, list possible outcomes for each choice. Decide which choices are acceptable, considering the outcomes, and write an A beside it. Mark out unacceptable choices. (This is optional.)

You should point out that people are responsible for the choices they make. There are alternatives. Choices may be made because none of the other alternatives are feasible, or choices may be made because a person

has never thought of any other alternatives. Either way, the choice and the action is the individuals' responsibility, not just directed by an outside force.

Give a personal example of a time you changed your idea about a "trap."

The purpose of the activity is not necessarily to come to a new choice. However, that sometimes is a nice side benefit. It is to change the way the participants look at and feel about the choices they have already made:

- to realize they do have a choice (no one is physically forcing them to make a decision).
- they may be doing what they are doing because it is the best choice in the circumstance.
- to get rid of the "trapped, passive, out of control" feeling that comes with saying "I have to."
- to look at their choices. Are their actions good choices or should a change be made? Are they trapped because they haven't taken time to find a better choice?

Did anyone find a new choice that would work? (Usually people don't in this short time.)

Do you have a viable choice? Why or why not?

How do you feel about your original statement?

Do you still feel trapped by them or do you now feel that you control those choices?

When applying this idea with friends watch for times when they blame actions on siblings or friends, "He made me do it." Try to help kids realize that the action was their choice. Help them accept responsibility for their actions.

What are some ways to help others develop a sense of internal control?

The first thing to remember is that children cannot, developmentally, assume true internal control. This cannot happen until mid teens.

But we can lay the groundwork and set patterns for self-responsibility in very young children and continue to build as the child matures. Here are some simple steps we can take.

1. Natural consequences:

Think of some personal examples or use these:

- the child forgets lunch or homework (if we bail them out we give them special attention and reinforcement for not being responsible).
- the child picks a fight, insults another kid (if an older friend rescues the child from the other kid the child gains a subconscious feeling that I can act badly and not get hurt).

Without experiencing "natural consequences" for their actions children can develop the subconscious feeling that risk taking may be rewarded by attention and they won't get hurt; "something will work out" even if they don't take care of themselves.

2. Give them choices early.

A very important step is to provide choices:

Give your younger friends non-life-threatening or harmless choices and let them experience the consequences.

Examples:

- If you are in a group with younger friends and they make a suggestion even if you think it won't work, let them try it and learn for themselves (you may give advice but don't force it).
- If a friend chooses to mess around instead of working don't pitch in and do his/her work at the last minute.
- Don't always cover the mistakes of a young friend.

If children have to wait until they are in their teens to make choices the situations may be life-threatening. They won't have practice using skills to make those choices.

An example: You are working with a group that is putting on a performance. Some of them assume everything will fall into place without extra practice (or double checking). You may give them advice that it isn't going to come together without extra effort but don't rescue them. Allow them to experience the confusion.

A second way to help young people is to use activities to develop "choice" skills. Let kids talk about the alternatives and consequences in different situations. Some of the decision-making activities are excellent for this (pages C-51/79).

3. Model "accepting responsibility for actions."

Continue to develop personal "internal control." Teens with a good sense of internal control give kids a pattern.

If you catch yourself saying "they made me," change that pattern.

4. Be flexible.

Set limits but allow for some flexibility of the limits. Be willing to negotiate, but have some pre-defined consequences.

Let kids win sometimes. This is important for a couple of reasons. It can:

- Give them a model for letting both sides "win" so they don't feel they are losing if they compromise
- Let them know they can win if it is important to them. If they never win, they will never believe they can control their lives.

5. Openly discuss who is ultimately responsible for a person's life.

Summarize by pointing out that this activity can begin children's understanding of the internal control portion of self-responsibility.

villains and victims

(15 minutes)

Accepting responsibility for feelings is discussed in this activity.

In this section, participants will have a chance to evaluate their control over personal feelings in given situations -- how much they control their own feelings or allow these feelings to be controlled by others. Introduce this as an activity that can reinforce the ideas of internal control. You may wish to explain VILLAINS AND VICTIMS like this:

A third step in helping children and adults take control of their lives is helping them take responsibility for feelings.

VILLAINS AND VICTIMS is a fun activity that illustrates this concept.

Think of a recent incident when you felt someone was unfair, mean, or took advantage of you; a time when you were particularly upset. Write it down. Now, choose two neighbors as part of your team, and separate into groups of three.

You are each to take turns playing a "victim." Explain the situation you have written down to your companions, and stay entirely in the role of a victim.

That is, describe what people did to you.

"He made me have an accident."

"She made me so angry that I broke the lamp."

"The clerk really took advantage of me and overcharged me."

"My parents are driving me crazy."

"My boyfriend (girlfriend) upsets me so much, that I'm overeating and getting fat."

You can expand on your situation, but stay in the role of the victim. (You may want to limit each description to 1-2 minutes. People love describing their victim roles.)

The two listeners in each group must make sure that each victim stays in the "victim" role, and blames all his feelings on someone else.

Now go through your group and have each victim name:

1. the "villain" in each example. The "villain" is the person or thing on whom you are placing the blame for how you feel and what you do.
2. the feeling(s) in the situation. Example: In the store clerk example, the feeling was anger with the clerk on the first or most obvious level. Usually there is another, associated feeling. In this case it might be frustration with one's self for allowing the situation. (Other associated feelings include

hurt feelings and frustration at being out of control of the situation.) Not all examples have a second level.

3. Now, return to the statements where you were a victim. Explain the situation again. This time take responsibility for how you were feeling; not necessarily the incident, many are things we could not change, but your feelings and reactions to the incident.

For example: "I let myself get upset when my sweetheart is grouchy. I handle my frustration by eating."

"I didn't confront the clerk when she overcharged me. Now I am upset with myself."

"I am allowing my parents to irritate me. I have chosen to be annoyed instead of changing the situation."

4. When that is completed make a list of five or six people/things/events you keep as personal villains. These are people or things on which you blame your problems. You won't have to share these unless you wish. Examples of people villains could be spouses, parents, bosses, legislators, doctors. Examples of thing villains can include the school, the job, Uncle Sam, your health, your financial status.

(This list is summarized on an optional overhead, xerox master, page D-36.)

See if the groups want to discuss their "villains." If so, allow 2-3 minutes; otherwise go on. It's very effective if you can discuss a personal villain that no longer controls you.

Lead a discussion with the entire group.

How did you feel as a victim?

What emotions were you feeling?

Were those emotions hiding other feelings?

How did the feelings change when you assumed responsibility for them?

Which way is more comfortable?

Discuss that some negative feelings are healthy because they can cause action, however some are harmful. Sometimes the person or event isn't really very important or the situation can't be changed. Letting go of anger in those cases may reduce stress. Each person should be able to take control and at least look at their feelings and make the choice.

You may conclude the discussion like this.

Taking this kind of internal control requires us to give up some of our favorite villains -- parents, teachers, siblings, bosses, neighbors, the economy.

The point that needs to be emphasized in summary is that it is certainly true that unfair or cruel things happen to us, but it is our choice how we respond -- and most important that no one "makes" us feel

a way if we choose not to be affected. On the other hand some people are important enough to us that that feeling can not be changed.

Do the participants agree with this? Why or why not? Why is it important to realize this can be a choice?

Strategies to help others accept responsibilities for feelings include:

1. Modeling - if you pattern "they make me mad," "they drive me crazy," try to catch yourself and model a more "in control" pattern.
2. Discuss the ideas covered in this section with youth. If your friend comes to you saying that another person is ruining their life, talk about whether or not your friend wants to give control of their emotions away to someone that hurts them.

End this section with a summary of the three points:

1. Recognizing feelings.
2. Accepting responsibility for actions.
3. Accepting responsibility for feelings.

the rescuing game

(10 minutes)

The fourth area in gaining a sense of control over our lives is to avoid the "rescuing game."

In life people can assume three different types of roles: a Rescuer, a Victim, and a Persecutor. The Victim usually assumes the attitude "help me," the Rescuer usually assumes the attitude that "people need help, they cannot help themselves," and the Persecutor usually assumes the role that "I'll have to help you but it's your fault that you cannot do something yourself."

One person can assume different roles depending on circumstances. An example of the switch in these roles is a nurse whose favorite role may be Rescuer with patients, but may turn to Victim when dealing with a doctor. A mother may be a Rescuer with a child and a Victim with a husband. A father may be a Persecutor with a son and yet be a Victim when it comes to an alcohol problem. People assume these roles because it is comfortable or because they are unwittingly forced into the role.

Families can be primary influences in putting members into Victim positions. A parent or older sibling that acts as either a Rescuer or a Persecutor forces the child into the Victim role. Forcing children into the role of a Victim robs them of their personal sense of control or power. It reinforces a child's belief that he or she really does not have control over his or her life and cannot take care of himself. Both the Persecutor and Rescuer rob children of power and doing things that they are perfectly capable of doing for themselves.

Have each participant spend about 5 minutes thinking of and writing down some aspects of their lives in which they play the three respective roles because they choose to do so (also with whom). Some examples for a child might be:

Victim: "I don't have time to put away my laundry, mom."

Rescuer: "She was just trying to help me." (protecting younger sibling)

Persecutor: "You should be able to do your homework but you just don't seem to be able to. I'll just have to help you." (with school friend)

After that is done, have the participants spend a few more minutes thinking of situations in their lives when they feel they have been forced into being victims (as opposed to the first examples in which they chose the role), then rescuers, then persecutors.

For example:

Victim: Your family does not allow you to make decisions on how to spend your allowance.

Rescuer: Your friend can't finish his homework so you give him yours to copy.

Persecutor: Your sister won't return your things she borrowed without you nagging at her.

DISCUSSION: Think of how you felt being a victim in the first situation. Were you comfortable? How does that compare with the second situation in which you were forced to be a victim? Why is there a difference? How would you feel if people would not let you be a victim? Why? How do you feel when you are forced to be a victim?

Participants will usually feel very comfortable in the Victim roles that they choose and not really want to change. Awareness of the roles will have some impact on participants decisions to become victims in the future. They also need to be aware that it is okay to choose the roles if they do not force someone else into an unwanted position.

post-survey

(5 minutes)

Handout post-survey. Explain that the questionnaire is anonymous and helps you to determine your effectiveness.

Teen Trainer

Workshop IV

DECISION-MAKING SKILLS

Objectives:

At the completion of this workshop, participants will:

- * have reviewed basic theory of decision-making and skills needed for good decision-making.
- * have reviewed strategies and activities to use with others to improve decision-making skills.
- * have participated in a minimum of 5 activities designed to improve decision-making.

Overview:

This workshop reviews decision-making in the context of meeting needs. Participants will review basic decision-making skills through a series of activities. These activities in turn can be used with other youth or families.

Materials:

- * Name tags
- * Flipchart or chalkboard
- * Needs floorboard and cards (page B-72 will explain construction)
- * 15 1/4 sheets of paper per participant
- * 1 alternatives worksheet (ACCEPTABLE OR UNACCEPTABLE, xerox master, page D-51) per participant
- * Riskometer floorboard (activity and construction instructions, page C-73)
- * Riskometer handouts, alternate worksheets (xerox masters, page D-42 or D-52)
- * Decision-making worksheets (xerox master, page D-54)

Optional:

- * Decision-Making overhead (xerox master, page D-43)
- * Pre and Post-Surveys (xerox masters, pages D-41, D-55&56)

Agenda:-

Allow 2 hours for workshop.

- | | |
|--------------|---|
| 10 minutes | Introduction and Pre-Survey (optional) |
| 35 minutes | 3 Decision-Making Activities |
| (45 minutes) | (4) Decision-Making Activities (optional) |
| | ▪ Needs |
| | ▪ (and/or) Riskometer |
| | ▪ The Most Important Thing |
| | ▪ Alternatives |
| 10 minutes | Break |
| 5 minutes | Discussion of Activities |
| 5 minutes | Tuning Into Your Techniques - Activity |
| 10 minutes | Awareness and Meeting Needs - Activity and Discussion |
| 5 minutes | Deciding on Important Outcomes - Activity and Discussion |
| 10 minutes | Finding Creative Alternatives - Activities and Discussion |
| 5 minutes | Troubleshooting - Looking at Outcomes |
| 10 minutes | Putting Together the Pieces - Subgroup Activity |
| 5 minutes | Post-Survey and Wrapup |

introduction and pre-survey

(10 minutes)

Introduce yourself. Briefly outline the workshop agenda and the process which include:

- subgroup activities that help improve awareness of good decision-making skills.
- analyzing personal decision-making strategies.
- applying decision-making skills in personal situations.

Have participants fill out the brief surveys.

We would like to start the workshop by having you fill out a brief questionnaire. This will help us assess our ability to meet the program objectives. Please do not put your names on these.

Key to Pre and Post-Surveys, DECISION-MAKING:

1. b,c,d,e 2. a,b,d 3. a,b,d,e 4. d
5. flexible answers include: using available resources
brainstorming with others
consciously trying to see past cultural
or social barriers
looking at the problem from many
different perspectives

3(4) decision-making activities

(35-45 minutes)

Decide if you wish to use 3 or 4 activities. Explain the process of the decision-making subgroups. You may conduct the activities in one of the three ways depending on your audience size and level of experience with such activities. These options include:

OPTION 1: Divide group into 3 or 4 subgroups. Have "stations" set up with a group leader at each. Rotate the subgroups through each station. It will be important that each group leader keeps to a time frame of 10-12 minutes per activity (use with a large group of teens, for example).

OPTION 2: Divide into subgroups of 5-10. Have one group leader lead participants in their subgroup through all activities (no rotation of stations).

OPTION 3: Divide participants into subgroups of 3-4. Have each member of a subgroup be responsible for presenting and leading one of the activities to the others in the subgroup. (This is good for an audience with some group process skills. It does require more sets of activity materials and copies of the activities for each participant.)

needs

(10 minutes)

This activity is designed to increase awareness of personal and human needs as a decision-making skill.

You will need to have these materials made before the workshop: Prepare a large chart (butcher paper is good) to use on the floor or table. It should be at least 5 feet long. Divide it into 5 equal segments and label the segments physical, intellectual, social, emotional, spiritual. Prepare needs example cards, one example per 5x7 card: taking a class, deciding a new way to solve an old problem, drinking a glass of water, having lunch, listening to good music, having friends to dinner, listening to a good speaker, accomplishing a goal, shopping with a friend, saying a prayer, a walk in the park, sharing an idea with a friend, learning to balance a checkbook, complimenting a co-worker, taking a nap, fastening a seat belt, receiving a compliment, having a baby, joining an organization, giving a friend a hug, watching the ocean; blank cards or 1/4 sheets of paper.

Explain that understanding and being able to identify personal needs is a basic skill in making a good decision.

If a person doesn't understand their needs, they can't decide how best to meet those needs. Every decision, or the motivation for every decision, is based on a very real human need. By understanding the basic underlying need, it is easier to identify the most healthy way to get that need fulfilled.

All people have needs that can fall into 5 categories: physical, intellectual, social, emotional, spiritual. Give a couple of examples of each from the list below (or make up your own).

Hand out several "need" example cards and a blank card (or a 1/4 piece of paper) to each participant. Have each participant write down on the blank card (or paper) an example of a personal need they have. Have the participants go to the board and place both the example and personal cards face down on the segment of the board they feel is best represented by their example. Turn up each example and have the group discuss why that example represents that type of need. Be sure not to comment in a negative way on any of the needs or placements. Ask what needs are common to everyone. It becomes obvious that most behaviors fall into several categories of needs.

Discussion should show how one action can meet several needs and also that a certain need may be met in several ways.

Examples of different types of needs:

PHYSICAL: eating, sleeping, resting, exercising, fulfilling sexual needs, safety from physical harm.

INTELLECTUAL: learning and thinking about a wide range of subjects, learning to communicate, learning to use information.

SOCIAL: making friends, establishing working relationships, interacting with other people.

EMOTIONAL: giving and receiving love, maintaining a positive self-esteem, expressing all types of feelings such as happiness, joy, excitement, anger, depression, fear, hostility.

SPIRITUAL: developing a set of values, thinking of self as related to universal standards and issues, enjoying beauty.

riskometer

This activity may be used with or instead of the NEEDS activity.

(10 minutes)

Participants will see how the risks and choices change with different circumstances. Participants will experience the influence of peer pressure.

Before you begin this activity, lay out the floor Riskometer (Activity, page C-73). Be sure there is sufficient room for your group to stand around the floor board.

Pass out Riskometer worksheets (xerox master, page D-42) and pencils/crayons.

Tell them that they are going to play a game that will let them think of how they take risks. They can pretend they are 12 years old or play as themselves.

Explain that the first part is like a TV game where they all have been given \$10.00 to play any way they want.

Read the choices. Tell them that, in the first row, they should play as themselves, to put an "X" in the circle they choose. When the first is "Xed," have them play again as a poor person; then a rich person.

For the second section, read the question. You may also give the group the following information on alcohol.

- * For a normal-sized 17 year old, 1 drink over a 2-3 hour period would probably not impair your driving ability.
- * Two drinks may impair your ability depending on circumstances - size, food intake, when you drink the drinks.
- * With 3 or more drinks you could be sure your judgement and reaction time would be dangerously affected.

Read the circumstances.

After all of the questions have been answered, have the group move to the Riskometer on the floor.

Tell them this is how to "measure" their risk taking in comparison with their friends. Explain that the numbers on their chart correspond to the numbers on the floorchart.

Reread the questions and have the participants stand around the numbers they checked. Make sure they understand that there are no right or wrong answers. There should be a lot of movement as you read through the questions. During the activity point out that usually one or two people end up by themselves. This can be used to discuss the feelings of being different in relationship to peer pressure.

After the first section you may ask: 108

Why did you change when the circumstances changed? Would you have made a different decision if you could have seen what everyone else was doing? If you were "different" (in the minority on a choice) how did you feel?

Summarize by making the point that different situations have different risks; choices can change if conditions change. What is right for one person isn't necessarily right for another.

the most important thing

(10-12 minutes)

This activity introduces the idea of setting priorities.

Pass out 10 3x5 cards or slips of paper to each participant. Have them write the 10 most valuable things in their life. This can be qualities, people, possessions, etc. Have them write one thing per card. Allow several minutes.

Now tell participants that circumstances in their lives have suddenly changed and they have to give up one card (thing). Which one can they give up?

Have them take that card from the pile and write a "1" on it and put it in a separate pile. Then have them give up another card and number it "2." Continue down to "10," the most important thing in their life. If taken seriously, this activity can be very difficult but very rewarding.

When completed, explain that participants have made a personal priorities list.

Was it difficult to "give up" your most important things? Why? Was it difficult to decide which one was most important? Why? Do you think there are times when setting priorities would help you make a difficult decision?

alternatives

(10 minutes)

Pass out the alternatives worksheet (ACCEPTABLE OR UNACCEPTABLE, xerox master, page D-51).

Work through the situations and ask the discussion questions.

Ask participants to share their alternatives. Ask: What makes an alternative unacceptable to you? Do all your friends feel the same way? Why would an alternative be unacceptable to one person and acceptable to another?

break

(10 minutes)

discussion of the activities

(5 minutes)

At the completion of the three or four activities bring the participants together into one group.

Point out that these are diverse types of activities that can be modified for use with many groups.

The process, summary of the activities, should include these points:

* NEEDS:

The activity may be used with any age group to increase awareness of needs as motivations for behavior, looking for underlying needs in decision-making, looking for alternatives in meeting needs (e.g., one activity may meet many needs and also a need might be met by different activities).

* RISKOMETER:

This is an active way to see how different circumstances can change the risk in a situation.

It can also be used to discuss peer pressure. Inevitably one or two people will be alone at one end of the scale. Ask if those young people would like to be with their friends, or would like to change. Lead into why and how our friends choices affect what we do.

* THE MOST IMPORTANT THING:

This can be used with all ages and is a way to generate thought on personal priorities.

* ALTERNATIVES:

There are several ways this could be used or modified. A group of parents could work on a problem in one group and teens or younger children in a separate group, then share their results. A class could role play solutions, or use to generate a discussion of expanding alternatives.

tuning into personal techniques

(5 minutes)

Have participants think of an important decision they made recently. Use these questions to help them, remember the process they used.

What event triggered the moment when you made your decision? What were some things you thought about before making your decision? Was your decision based more on logic or on feelings and intuition?

Point out that everyone has a personal decision-making process. Some use a linear and logical process and ignore the intuitive. Others may use more reactionary techniques. And still others may depend on intuitive and neglect the logical process.

The best decision-making incorporates both logical data collection and intuition (tuning into feelings).

The rest of the workshop will cover different steps to use in good decision-making (optional overhead master, page D-43).

awareness of needs

(10 minutes)

The first step is to decide if a decision is necessary and why it is necessary.

People, young and adult, need to be aware of the number of decisions they are already making. They also need to be aware of the importance of making decisions rather than simply allowing chance to chart their courses. They need to be aware that, through good decisions, they can influence their own lives.

Let me illustrate this with The Story of the Missed Critical Decisions.

Read aloud The Story of the Missed Critical Decisions below. Have the group brainstorm the critical decisions Mary made or missed. Use a chalkboard or big sheet of paper to record participants responses.

Ask:

- Were there times when Mary should have made a decision and instead did nothing?
- What is happening in this story?

- What could happen?
- What should happen?
- What were some of Mary's critical decisions?
- What would you like to change?

The Story of the Missed Critical Decisions

Mary is now 21 years old. She is out of a job, not going to school, and living with her parents. Looking at her ill-fitting cotton dress, sandals, and long, stringy hair, you would not know that she is very bright, creative, and talented. Nor would you know that both her parents are college graduates working at a university. Mary doesn't know what to do, but she does want to do something. She is not a hippie, drug user, or a dropout from society. She wants to be part of a future and the world around her.

Mary is a girl who did not graduate from high school; she made straight A's in junior high school and D's and F's in the tenth grade. There was a brief flurry in the junior year when her grades improved. Although frequently absent, she did good work when she was in class. When she stayed home, she read or painted. Her knowledge was great, and her paintings were excellent. But falling behind in her assignments in her senior year, she dropped out when she turned 18 in March of that year.

Her home life was chaotic. There were fights with her parents about grades and going to college. They didn't care what she did socially, or whether she stayed out late. They did care about grades. She was eager to be on her own.

The following September she entered junior college on petition. She left within two months to follow a boy she had met the previous summer. She worked in an office doing filing. She quit this job and worked at the post office until she had earned enough money to quit that job. Then she got an apartment in a nearby city and studied Yoga. Tiring of it, she returned to junior college again, this time to study interior decorating.

She hated the routine assignments and quit, even though she was making good grades.

Mary dated sometimes during these years, but never was interested in any of the boys. She was frequently depressed, really wanting to be part of an academic world that would stimulate her. She loved to learn. She wanted to be needed.

After realizing the importance of actively deciding, the next step is to determine what is needed from a decision. Learn to set an end goal for the decision. Goals for two common decisions about handling a situation would be "I want to keep my friends but not take drugs," or "I want my boss to respect me."

Crucial to this step is the ability to recognize the basic needs that must be filled. Filling those needs motivates our behavior and therefore influences our decisions.

The NEEDS activity you just completed is one way to begin to identify, accept, and make good decisions to meet basic needs.

You can use it with other young people to let them have practice recognizing their needs and finding healthy, acceptable ways to meet those needs.

At this point have the participants suggest several possible decisions. Select one and make a list of desirable outcomes from the participants or use the example below.

An example: A young man began using marijuana with a group of friends. He began to use it regularly and soon needed to become a dealer to support his own habit. He drifted into use because of friends' influence. Old friends are beginning to notice differences. Let's pretend we are his friends.

What is the first step?

Possible answers: friends become aware of the problem and realize that something needs to be done, a decision needs to be made.

The next step would be to decide what needs must be met.

Have the group brainstorm the underlying needs that should be met by the decisions (e.g., a physical need for his health, a social need to keep his friendship, an emotional need to maintain relationships or avoid guilt if he harms himself). Record these on a flipcart or blackboard.

That process completes the first step. A problem and the associated needs have been identified.

deciding on important outcomes

(5 minutes)

Once the purpose and needs for a decision have been recognized, it is important to think about the results or outcomes that a person would like from their decision.

This step should not be confused with the possible actions or alternative choices. It should be taken before considering possible alternative solutions.

It is a technique to relieve some of the confusion that occurs when many possibilities and conflicting needs are whirling around in the decision-makers mind.

A good way to think about this is to answer the following questions:

- What do I want to achieve?
- What do I want to avoid?
- What do I want to preserve?

In a thoughtful decision-making process, each of these questions should evoke numerous answers.

It is important to try to balance your normal thought processes in this step. If you normally make decisions in a linear objective way try to listen to emotional/intuitive feelings, too. If you normally go on intuition, try to bring some objective reasoning into this list of wanted outcomes. Strive for a balance. Use all your resources to make a good decision.

Using the previous example have the participants come up with a list of outcomes, using the three questions. Make sure they understand that you do not want alternative solutions yet.

What would we as friends like to achieve, avoid, and preserve? The criteria often evolved from this needs list: preserve health, preserve friend's trust, avoid jail, avoid continued drug dependency.

Try to list a minimum of 10 desired outcomes. (NOT SOLUTIONS YET!)

Understanding personal values is important in making this list. Remember to tune into feelings and needs when developing this list. Ask yourself "What basic underlying needs are these desired outcomes expressing?" (Example: My need to keep my friend's friendship.)

When a person has listed the outcomes he or she wants from a decision, usually there is a conflict between many of the needs or values. "If I go for this, I lose that." We can't have everything we want. Which ones are more important? One helpful tool in sorting out this conflict or dilemma is to learn to set priorities. THE MOST IMPORTANT THING which we did earlier is an activity to become aware of setting priorities.

In setting priorities remember to listen to both feelings and the logical viewpoint.

Return to the list just developed and prioritize the list developed by the participants. They may vote on their top 3 priorities by a show of hands or a ballot. The three with the highest number of votes will be the group's priority.

Point out that a private priority list can also be weighted 1-10, 10 being the most important.

Once a person has decided what they need most from a decision, the next step is to find ways to meet the most important priorities.

finding creative alternatives

(10 minutes)

One of the most important skills in decision-making is the ability to think of many ways to solve a problem. The more possibilities a person can find, the better the chance of a good decision. If an ideal solution were easily apparent, there would be no difficulty making the decision. It is very rare that the first solution a person thinks of is the best solution.

The mind has a tendency to put up artificial barriers or limits which can make it difficult to see new possibilities. A fun example of this is RENEWING YOUR VIEWING.

Put up the nine dots from RENEWING YOUR VIEWING, page C-68. Tell the participants to draw 4 straight lines, without lifting their pencil from the paper. The lines must pass through each dot once. Allow them a few minutes. Show the solution and discuss how the solution went "outside" the artificial barrier the mind put up (the edge of the row of dots as a limit).

There are several good ways to open the limits our minds set. One is to brain or mindstorm for possible solutions, thinking of all kinds of solutions. Even crazy "far-out" ideas can trigger a new possibility.

Another way is to try to look at the problem from at least 15 different perspectives. This helps to learn something new about the problem. Stretch your idea of the problem.

To explain this, let me give an example of an activity that has been used to expand perceptions.* A photography class is given an assignment on Monday. They are to go out and take 5 pictures of completely different aspects of love and bring them in the next day. (Lovers in the park, a mother and baby, etc.) On Tuesday they are sent out to take 5 more, completely different pictures of love. They are asked to do this through Friday. By Friday they are beginning to learn something new about the idea of love, they have to stretch their concept of love.

And a final way to search for good solutions and new perspectives on the problem is to use outside resources, step outside yourself. The skill necessary here is to be able to find other sources of information and also evaluate the reliability of those sources. Think of how other cultures have solved the problems, what people of different ages think. Ask for ideas from kids, parents. And finally you can ask these questions in deciding your alternatives:**

* Taken from Sue Miller, Honoring the Mind, National Extension Agents Conference, Portland Oregon, November, 1983.

** These points developed by Terry Olson, Ph.D., Family Services, Brigham Young University.

- Am I acting in my own and other's best interest?
- Are these values/needs defensible across time and across generations?
- What is the meaning of an alternative to family relationships (across time and across generations)?
- Would this alternative be described as humane or inhumane, just or unjust, compassionate, or hateful?

Always look for a win-win alternative.

Return to example used in Step II and develop a list of alternatives, individually and then share, or brainstorm as a group. Record suggestions on a flipchart.

When the participants are out of suggestions for alternatives discuss how they may find other resources. Then evaluate your alternatives. What are the probable outcomes of each? Which ones are acceptable? Which ones best fit the priorities already established? Is there a good alternative or does more research need to be done on possible other alternatives?

troubleshooting - looking at outcomes

(5 minutes)

Each alternative will have some element of risk. The risks should be considered. Are they acceptable or not? Each person must personally weigh the risks and decide which ones they are willing to take.

Make a decision. Choose the best alternatives or do more research.

The final stage is to troubleshoot the decision. Look at what could go wrong and try to take measures to prevent possible problems.

Again, use the example. E.g., if a teen decides to try to talk to his friend he needs to pick a time when both are calm or perhaps have a qualified mediator in the discussion.

To summarize, we need to remember the point made by Lewis Carroll in Alice in Wonderland: (optional overhead, page D-66, xerox master)

When Alice in Wonderland was trying to decide which way to go during her travels, she asked the Cheshire Cat, "Would you tell me, please, which way I ought to go from here?" "That depends a good deal on where you want to get to," said the Cat. "I don't much care where." said Alice. "Then it doesn't matter which way you go," said the Cat.

If you don't care where you are going, then it really doesn't matter which choice you make. However, if you do care then decide.

You must first decide where you want to go.

putting the pieces together

(10 minutes)

The best way to solidify this process is to have individuals work through a personal decision.

This section allows time for this process. Hand out the decision-making worksheets. These questions may take some thought so give the instructions first then let them work. Circulate to see if there are questions.

Have each person think of a decision they need to make, either currently or in the future. This should be written under Part I on the decision-making worksheet.

Part II asks participants to think of several desirable outcomes/needs that should be met. Although a comprehensive list cannot be developed, have them think of a minimum of 7 items.

Now have them prioritize their list. Which are the MOST IMPORTANT?

For Part III think of alternatives. Have your group list as many solutions as possible. Have them share with a neighbor for a fresh viewpoint. Again a comprehensive list can't be developed in a short time but have the participants try to think of 10 choices.

After developing the list of alternatives, have participants think (and feel) about the questions at the bottom of the section.

Part IV is for those participants that may have some possible alternatives. In section IV troubleshoot or list possible outcomes, answer the questions.

Go over the process summarizing the previous discussion.

post-survey and wrapup

(5 minutes)

Have the participants anonymously fill out post-survey.

Teen Trainer

Workshop V

GROUP LEADER SKILLS

Refer to Parent-Adult Workshop beginning on page A-91.

Youth Activities and Programs

INDIVIDUAL ACTIVITIES

self-esteem activities:

success sharing

TYPE OF ACTIVITY: Roll Call

PURPOSE: To help members focus on the positive aspects of themselves by sharing an accomplishment with the group.

MATERIALS: None.

INSTRUCTIONS: During roll call, have each child name a success they have had in the last year. Explain successes as very small accomplishments. Give some modest examples. Start off by naming one of your own successes. (Make your own a small accomplishment.)

At first some members may have difficulty remembering their successes, but as others share theirs, they will recall their own.

Children with extremely low self-concepts often report that they haven't had any successes. If this happens, you will need to help the members with statements such as:

"Well, you've been taking care of your younger brothers and sisters for two years; I consider that an accomplishment!"

"Can you remember when you learned to ride your bicycle? Did you feel good about that achievement?"

A variation of this exercise is to ask members to share their greatest success or accomplishment during a recent period of time - say, the past week, the last month, over the weekend, over vacation break, over the summer, etc.

happiness is...

TYPE OF ACTIVITY: Roll Call

PURPOSE: To increase self-esteem by thinking positive, happy thoughts.

MATERIALS: Paper, pencils.

INSTRUCTIONS: For roll call, ask the members to complete the sentence: "Happiness is ..."

Other happy thoughts can also be used:

- Ask the members to share with the group a happy incident that happened to them in the past week.
- Ask the members to tell the group about a person who makes them happy.
- Ask the members to describe how it feels to be happy. Where do they feel it? How do they know?

re-entry questions

TYPE OF ACTIVITY: Roll Call

PURPOSE: To establish good group rapport and to positively enhance the self-concepts of the participants.

MATERIALS: None.

INSTRUCTIONS: It is a good idea to open each meeting with a re-entry question:

What is the most exciting thing that happened to you in the last week? Over the weekend? Yesterday? What is the most exciting thing you did?

Share with the group an experience in which you made someone happy.

If you could teach everybody in the world just one thing - an idea, a skill, a thought, a fact - what would it be?

What would you say has been the greatest learning experience of your life? Of the past week? (Better for older children.)

If you could be talented in something you haven't learned yet, what would it be?

If you could be any person in the world, who would you be?

If you could live anywhere in the world, where would it be?

Share what someone did to make you happy.

friends

TYPE OF ACTIVITY: Roll Call

PURPOSE: To help members expand their repertoire of skills in building and enhancing relationships with peers.

MATERIALS: None.

TECHNIQUE: Each member gives an idea of a good way to make or keep a friend. Discuss the meaning of friendship.

TYPE OF ACTIVITY: Group Activity

PURPOSE: Same as above

MATERIALS: None.

INSTRUCTIONS: One of the factors that erodes self-concept is the inability to make and keep friends. The following activities are designed to expand skills in building and enhancing relationships with peers.

1. Have the club discuss the methods they use to make friends. Take time to brainstorm some new ways. Role-play the best ones.
2. Lead a club discussion around the following questions: Do you have a best friend? Do you like to do the same things? Did you ever want to do something that he/she didn't want to do? What happened? Were you still friends?
3. Try out the following questions for discussion developed by William Glasser, author of Schools Without Failure. These questions are guaranteed to stimulate discussion:

How do you make friends? What is a friend? Do you have a friend? What makes a good friend? How do you find a friend? Is it better to have a lot of friends or just a few friends?

When you first came to school, how did you make a friend? Have you ever moved into a new neighborhood and had no friends at all? How did you find a friend there? What do you do when new people move into your neighborhood - do you wait for them to come over to your house or do you go over to their house and try to make friends with them? Do you ever try to help them become friendly with other children?

killer statements and gestures

TYPE OF ACTIVITY: Roll Call

PURPOSE: To point out that everyone receives and gives negative comments. To lessen the use of negative comments and to lessen their impact.

MATERIALS: None.

INSTRUCTIONS: Introduce the concept of "killer statements and gestures" to the members. All of us have many feelings, thoughts, and creative behaviors that are killed off by other people's negative comments, physical gestures, etc. Some killer statements that are often used are:

We don't have time for that now. That's a stupid idea. You know that's impossible. You're really weird! Are you crazy? retarded? kidding me? serious? Only girls/boys do that! Wow, you're strange, man, really strange! That stuff's for sissies.

Have you every worked very hard at something you felt was not understood or appreciated? Think of what was said or done that made you feel your effort was not appreciated.

Have you ever wanted to share things - ideas, feelings, something you've written or made - but were afraid to? Were you afraid that people might put you or it down? Think of what kinds of things they might say or do that would put you, your ideas, or your achievements down. Sometimes we give ourselves killer statements.

As roll is called, have each participant give a killer statement and something that could be said instead. For example, saying "That's for sissies!" instead of "I'd like to do that, but I probably wouldn't do it very well" or "That's not a bad shot for a girl" instead of "That's not a bad shot."

TYPE OF ACTIVITY: Group Activity (Adult or Peer Leaders) - a good followup activity in a meeting opened with a killer statement roll call.

PURPOSE: Same

MATERIALS: None.

INSTRUCTIONS: Here is an exercise that can help participants identify and legitimize some of their hostile feelings which they may be channeling into killer statements. This activity also helps the members discharge some of these feelings in a way that is not harmful to the others.

Ask the participants to stand up. When you say "go!" they are to say or shout all the killer statements that they have heard during the club meeting, or during the day, class, etc. Tell them to use all the killer statements, gestures, and sounds they want. They can shout at each other, their chair, or whatever else feels comfortable. Limit the time to a couple of minutes.

Ask: Why do we say killer statements? Are there things that you would really like to say but are afraid to disclose and therefore you substitute killer statements? How does it feel to get a killer statement?

voting

TYPE OF ACTIVITY: Group Activity

PURPOSE: It is necessary to discuss negative or uncomfortable feelings if one is to develop a healthy self-concept. If a child thinks some of his feelings of hostility, aggression, anger, and hate are unnatural or "bad," he will begin to perceive himself as bad or unnatural. Being able to talk about these feelings in the group has two positive effects on the child's self-image. First, it provides him with an opportunity to defuse some of the feelings by talking them out rather than acting them out in a potentially destructive way. Second, as a child sees that he is not the only one who sometimes wishes he didn't have an older brother or gets angry with his parents, he will see that his feelings are natural and common responses to similar emotional situations that he shares with his classmates. He will discover that it is acceptable to have these feelings - that it is "OK" to be the person he is.

MATERIALS: None.

INSTRUCTIONS: Let members "vote" by raising their hands to indicate their experience with some of the following types of common problems. These are just a few ideas to get you started. The best questions come from the concerns and interests of the members themselves. A great idea is to have members make up their own lists of questions and have them or you read it to the club. Start the list with some non-threatening questions. Maintain an open and accepting environment of trust and empathy as you ask such questions as:

How many of you:

Are afraid of ghosts? Ever get scared? Get angry? Are afraid when your parents get angry? Are afraid when your parents fight? Sometimes want to destroy everything in sight? Get so mad you could hit someone? Think you get bossed around too much at home; in school; by your

friends; by grownups in general? Like one parent more than the other?

You may want to process this activity by pointing out that all people have negative feelings at some time and they should not feel they are "bad" if they do.

IALAC

TYPE OF ACTIVITY: Group Activity

PURPOSE: The IALAC Story is told to illustrate how one's self-concept can be destroyed by others. If done with feeling and imagination, it can be a very powerful and moving experience. We have found that it is appropriate for people of all ages.

MATERIALS: IALAC signs (xerox masters, page D-8) or blank sheets of paper; straight pins.

INSTRUCTIONS: Take a sheet of paper and write the letters IALAC (pronounced I-ah-lack) on it in large bold print. Pin this to your chest so that the members can see it. Tell them, "Everyone carries an invisible IALAC sign around with them at all times and wherever they go. IALAC stands for 'I am lovable and capable.' This is our self-concept, or how we feel about ourselves. The size of our sign - or how good we feel about ourselves - is affected by how others interact with us. If somebody is nasty to us, teases us, puts us down, rejects us, hits us, etc., then a piece of our IALAC sign can be destroyed. (Illustrate this by tearing a corner piece off the sign.) I am going to tell you a story to illustrate how this happens in everyday life." Then proceed to tell about a boy or girl who is the same age as your audience. Pick a name that no one in the club has. As you tell the story, be dramatic without burlesquing. An outline is provided below. You will have to fill it in with your own imagination. As you describe each event that negatively affects the member's IALAC sign, tear off another piece of the sign until at the end you are left with almost nothing. You may then "add to" the sign with some positive events.

A possible outline for the IALAC story follows. Adapt and embellish it in any way you want:

A seventh-grade boy named Michael is still lying in bed three minutes after his alarm goes off. All of a sudden his mother calls to him, "Michael, you lazy-head, get your body out of bed and get down here before I send your father up there!" (rip!) Michael gets out of bed, goes to get dressed, and can't find a clean pair of socks. His mother tells him he'll have to wear yesterday's pair. (rip!) He goes to brush his teeth and his older sister, who has already locked herself in the bathroom, tells him to drop dead! (rip!) He goes to breakfast to find soggy cereal waiting for him. (rip!) As he leaves for school, he forgets his lunch and his mother calls to him, "Michael, you've forgotten your lunch; you'd forget your head if it weren't attached!"

(rip!) As he gets to the corner he sees the school bus pull away and has to walk to school. (rip!) He's late to school and has to get a pass from the principal who gives him a lecture. (rip!)

Continue the story through the school day with appropriate examples. Some possibilities are:

Forgetting his homework

Getting a 68 on a spelling test

Being called upon for the only homework question he can't answer

Making a mistake in reading so that all the kids laugh

Being picked last to play ball at recess

Dropping his tray in the lunchroom, with everybody applauding

Being picked on by bullies on the way home from school

Being referred to as "Hey you!" in gym class

You can think of other examples or get the members to help you.

When Michael gets home from school some typical negative events might include:

- not being able to watch the baseball game because his mother is watching her favorite soap opera or because he has not yet finished his homework.
- being told to wash the dishes for the third night in a row because his older brother has band practice, etc.

End the story by showing Michael going to bed with an IALAC sign about as big as a quarter! When you finish, ask the kids to discuss the following questions:

How does your IALAC sign get torn? What things affect you the most? What do you do that destroys the IALAC signs of others - in school, family, etc.? How do you feel when your IALAC sign is ripped? When you rip someone else's? What can we do to help people enlarge their signs rather than make them smaller?

One class spent a whole week wearing IALAC signs, ripping them apart anytime someone said or did something damaging to their self-concept. Whenever a sign was ripped, the class had to stop and discuss what had just happened. The learning that took place was incredible. Several teachers have enthusiastically reported trying this with their families. Have fun with it. It is a powerful technique.

The IALAC story was originally conceived by Sidney Simon and Merrill Harmin. Simon has recently written and published the story for use by students and teachers. For a copy, write Argus Communications, 7440 Natchez Avenue, Niles, Illinois 60648.

"What's Wrong with Jonathan?" is a film that can be used with the IALAC activity and is available through the CSU "DARE to be You" Program, 491-6692.

prideline

TYPE OF ACTIVITY: Roll Call or Group Activity

PURPOSE: To increase self-concept. People enjoy expressing pride in something they've done that might have gone unrecognized otherwise. Our culture does not encourage such expressions and it is sometimes difficult for people to actually say, "I'm proud that I ..."

MATERIALS: None.

INSTRUCTIONS: Ask each participant to make a statement beginning with "I am proud that I ..." Participants may pass if they wish. It may work best to start with teen leaders or older participants who have had specific training or are secure.

Below are some suggested items for use in this exercise.

Things you've done for your parents.
Things you've done for a friend.
How you spend your free time.
How you've earned some money.
How you usually spend your money.
Habits you have.
Something you do often.
What you are the proudest of in your life.
Something you have shared.
Something you tried hard for.
Something you own.
Thoughts about people who are different from you.
Something you've done in regard to ecology.

nourishing

TYPE OF ACTIVITY: Group Activity

PURPOSE: To strengthen self-concept.

MATERIALS: None.

INSTRUCTIONS: It is useful in developing a supportive atmosphere for participants as well as strengthening the self-concepts of the members.

Have the participants sit in a circle. Ask the members to think of one or two children in the club who have made them feel good, how this was done, and specifically why it felt good.

Allow each child a turn to share feelings with as many others as he/she wishes. Have each member talk directly to the person that made him/her

feel good rather than talking about that person. You may want to "plant" an assistant that watches for participants who don't seem to be receiving any feedback. Have them say positives about those children.

car wash

TYPE OF ACTIVITY: Group Activity (can use several meetings in a row)

PURPOSE: To increase self-concept.

MATERIALS: None.

INSTRUCTIONS: The Car Wash consists simply of lining up your group in two parallel lines quite close together. Then one member is sent through the wash (between the lines). Everyone touches him or her and says words of praise, affection and encouragement. The pats on the back, hand-shaking, and verbal support produce a sparkling, shiny, happy "car" at the end of the wash!

Run two or three people through the car wash each day rather than everybody in one big clean-up. That insures that the responses of the washers are fresh, personalized, and enthusiastic.

You could go alphabetically or draw names of those that have not already been through.

If your group is not quite ready for that open of an activity, have the participants wear signs on their backs. Everyone writes something positive on everyone else's back.

fingerprints

TYPE OF ACTIVITY: Group Activity

PURPOSE: To demonstrate that everyone is unique and different in many ways - one of which is their fingerprints.

MATERIALS: Ink pads, white paper.

INSTRUCTIONS: Divide participants into groups of five and supply each group with an ink pad. After cautioning them about getting ink on their clothing, ask them to make their fingerprints by first pressing their fingers on an ink pad and then on a sheet of white paper. The best print is obtained by rolling the finger from left to right without

squeezing down too hard. Have them carefully study and compare each others' prints using magnifying glasses.

Ask the children if they have any ideas of how policemen use fingerprints to catch criminals. Everyone's fingerprints are unique and different.

self-concept card game

TYPE OF ACTIVITY: Group Activity

PURPOSE: To improve self-esteem through self-evaluation.

MATERIALS: Deck of ordinary playing cards.

INSTRUCTIONS:

Hearts - loving, compassionate, understanding
Spades - honest, sincere, hard-working
Clubs - sure of one's self; a leader type
Diamonds - happy, radiant, fun to be with

Using an ordinary deck of playing cards, assign the above values to each suit. Have the Ace count as the largest possible quantity and the Deuce count as the lowest amount of a value assigned to the suit. Deal the cards at random until each person has one card. Ask the players to think about the number of the card they received in relation to the way they see themselves in that value. For example, a girl receives a four of hearts, does she think she is more understanding and compassionate than a "four." Perhaps she sees herself as a ten or an Ace.

Following these self-evaluations, discuss self-esteem and personal strengths and weaknesses and how the group can help one another to build positive self-esteem.

one-way feeling glasses

TYPE OF ACTIVITY: Group Activity (Peer or Adult Leaders). For younger children.

PURPOSE: To realize that holding a single view of people and situations limits power, identity, and relationships with others. Learning to see situations in new ways is more satisfying, potent, and useful.

MATERIALS: Inexpensive eye-glass frames or paper cutouts.

INSTRUCTIONS: Explain that you have some "magic glasses" for their eyes. You hold out your hands and "show" them, although they are invisible! (You might use inexpensive eye-glass frames or paper outouts.) Let each participant pretend to take a pair of glasses out of your hands and put them on. Then ask if they notice that these magic glasses enable them to see everything "through happy eyes." Everything looks nice, joyous - the world is a happy place. Have them interact on that basis.

When you think they're ready for a change, help them switch their glasses to "angry glasses." Now the world is an angry place. Everything that's done causes angry responses. The room is full of grouches. Again let them interact for a while.

At an appropriate time you may switch to other glasses such as: Scared, Bragging, Nobody Loves Me, Gloomy, Things are OK, Curious, Suspicious, Modest, Show-off, Stubborn.

warm fuzzies

TYPE OF ACTIVITY: Group Activity

PURPOSE: To examine the ability to give and receive compliments.

MATERIALS: Warm fuzzy story, page C-12.

INSTRUCTIONS: Read the story to your youth.

Ask: How do you picture a Warm Fuzzy? Get many reactions, and discuss similarities and differences (no necessity for agreement). The same may be done with descriptions of a Cold Prickly.

A second level of questions might include: How would you feel if someone gave you a Warm Fuzzy right now? A Cold Prickly? How would it feel to give someone a Warm Fuzzy? How would they look and act? (Same with a Cold Prickly.)

What could Warm Fuzzies and Cold Pricklies represent in our daily lives? A Warm Fuzzy might be defined as a compliment, help with a task, a kind word or deed of any kind. A Cold Prickly becomes a put-down, a harsh word, etc.

Encourage the participants to personalize and share experiences: "I gave someone a Warm Fuzzy," "Someone gave me a Warm Fuzzy," "I gave someone a Cold Prickly," "I felt like giving someone a Warm Fuzzy (Cold Prickly) but didn't," "I received a Cold Prickly from a group," etc.

The story can be shared with children of any level, and is enjoyed even by adults. Especially at upper-grade levels, the discussions suggested above are effective.

warm fuzzy story

Long ago a group of little people lived in the little village of Swabeedoo, and so they called themselves Swabeedoo-dahs. They were very happy little people, and went about with broad smiles and cheery greetings for everybody.

One of the things the Swabeedoo-dahs liked best was to give Warm Fuzzies to one another. Each of these little people carried over his shoulder a bag, and the bag was filled with Warm Fuzzies. Whenever two Swabeedoo-dahs would meet, each would give the other a Warm Fuzzy. Now, it is an especially nice thing to give someone a Warm Fuzzy. It tells the person they are special. It is a way of saying "I like you." And, of course, it is very pleasing to have someone give you a Warm Fuzzy. When you have a Warm Fuzzy held out to you, when you take it and feel its warmth and fuzziness against your cheek, and place it gently and lovingly in your fuzzy bag with all the others, it's just extra nice. You feel noticed and appreciated when someone gives you a Warm Fuzzy, and you want to do something nice for them in return. The little people of Swabeedoo loved to give Warm Fuzzies and get Warm Fuzzies and their lives together were very happy indeed.

Outside the village, in a cold, dark cave, there lived a great green troll. He didn't really like to live all by himself, and sometimes he was lonely. But he couldn't seem to get along with anyone else, and somehow he didn't enjoy exchanging Warm Fuzzies. He thought it was a lot of nonsense. "It isn't cool," was what he would say.

One evening the troll walked into town, and he was met by a kindly little Swabeedoo-dah.

"Hasn't this been a fine Swabeedoo-dah day?" said the little person with a smile. "Here, have a Warm Fuzzy. This one's special, and I saved it just for you, for I don't see you in town that often."

The troll looked about to see that no one else was listening. Then he put an arm around the little Swabeedoo-dah and whispered in his ear.

"Hey, don't you know that if you give away all your Warm Fuzzies, one of these days you're gonna run out of them?"

He noted the sudden look of surprise and fear on the little man's face, and then added, peering inside his fuzzy bag: "Right now I'd say you've only got about 217 Warm Fuzzies left there. Better go easy on handin' 'em out."

With that, the troll padded away on his big green feet, leaving a very confused and unhappy Swabeedoo-dah standing there.

Now, the troll knew that every one of the little people had an inexhaustible supply of Warm Fuzzies. He knew that, as soon as you give a Warm Fuzzy to someone, another comes to take its place, and that you can never run out of Warm Fuzzies in your whole life. But he counted on the trusting nature of the little Swabeedoo-dahs, and on something else that he knew about himself. He just wanted to see if this same

something was inside the little people. So he told his fib, went back to his cave, and waited.

Well, it didn't take long. The first person to come along and greet the little Swabeedoo-dah was a fine friend of his, with whom he had exchanged many Warm Fuzzies before. This little person was surprised to find that when he gave his friend a Warm Fuzzy this time, he received only a strange look. Then he was told to beware of running low on his supply of Warm Fuzzies, and his friend was suddenly gone. That Swabeedoo-dah told three others that same evening: "I'm sorry, but no Warm Fuzzy for you. I've got to make sure I don't run out."

By the next day, the word had spread over the entire village. Everyone had suddenly begun to hoard their Warm Fuzzies. They still gave some away, but very, very carefully. "Discriminatingly," they said.

The little Swabeedoo-dahs began to watch each other with distrust, and to hide their bags of Warm Fuzzies under their beds for protection at night. Quarrels broke out over who had the most Warm Fuzzies, and pretty soon people began to trade Warm Fuzzies for things, instead of just giving them away. Figuring there were only so many Warm Fuzzies to go around, the mayor of Swabeedoo proclaimed the Fuzzies a system of exchange, and before long the people were haggling over how many Warm Fuzzies it cost to eat a meal at someone's house, or stay overnight. There were even some instances of robberies of Warm Fuzzies. Some dark evenings--the kind the little Swabeedoo-dahs had enjoyed for strolling in the parks and streets and greeting each other to exchange Warm Fuzzies--it wasn't even safe to be out and about.

Worst of all, something began to happen to the health of the little people. Many of them began to complain of pains in their shoulders and backs, and as time went on, more and more little Swabeedoo-dahs became afflicted with a disease known as softening of the backbone. They walked all hunched over, or (in the worst cases) bent almost to the ground. Their fuzzy-bags dragged on the ground. Many people in the town began to say that it was the weight of the bags that caused the disease, and that it was better to leave the bags at home, looked up safely. After a while, you could hardly find a Swabeedoo-dah with his fuzzy bag on.

At first the troll was pleased with results of his rumor. He had wanted to know whether the little people would feel and act as he did sometimes when he thought selfish thoughts, and so he felt successful with the way things were going. Now, when he went into town, he was no longer greeted with smiles and offerings of Warm Fuzzies. Instead, the little people looked at him as they looked at each other--with suspicion--and he rather liked that. To him, that was just facing reality. "It's the way the world is," he would say.

But as time went on, worse things happened. Perhaps because of the softening of the backbone, perhaps because no one ever gave them a Warm Fuzzy (no one knows), a few of the little people died. Now, all the happiness was gone from the village of Swabeedoo as it mourned the passing of its little citizens. When the troll heard about this, he said to himself, "Gosh! I just wanted for them to see how the world was. I didn't mean for 'em to die!" He wondered what to do. And then thought of a plan.

Deep in his cave, the troll had discovered a secret mine of Cold Pricklies. He had spent many years digging the Cold Pricklies out of the mountain, for he liked their cold and prickly feel, and he loved to see his growing hoard of Cold Pricklies, to know that they were all his. He decided to share them with the Swabeedoo-dahs. He filled hundreds of bags with Cold Pricklies and took them into the village.

When the people saw the bags of Cold Pricklies, they were glad, and they received them gratefully. Now they had something to give to one another. The only trouble was that it was just not as much fun to give a Cold Prickly as a Warm Fuzzy. Giving a Cold Prickly seemed to be a way of reaching out to another person, but not so much in friendship and love. And getting a Cold Prickly gave one a funny feeling too. You were not just sure what the giver meant, for, after all, Cold Pricklies were cold and prickly. It was nice to get something from another person, but it left you confused, and often with stung fingers. The usual thing a Swabeedoo-dah said when someone gave him a Warm Fuzzy was "WOW!" but when someone gave him a Cold Prickly there was usually nothing to say but "Ugh!"

Some of the little people went back to giving Warm Fuzzies, and, of course, each time a Warm Fuzzy was given it made the giver and receiver very joyful indeed. Perhaps it was that it was so unusual, to get a Warm Fuzzy from someone when there were so many Cold Pricklies being exchanged.

But giving Warm Fuzzies never really came back into style in Swabeedoo. Some little people found that they could keep on giving Warm Fuzzies away without ever having their supply run out, but the art of giving a Warm Fuzzy was not shared by many. Suspicion was still there, in the minds of the people of Swabeedoo.

You could hear it in their comments: "Warm Fuzzy, eh? Wonder what's behind it."

"I never know if my Warm Fuzzies are really appreciated."

"I gave a Warm Fuzzy, and got a Cold Prickly in return. Just see if I do that again."

"You never know about Mabel. A Warm Fuzzy one minute, a Cold Prickly the next."

"If you won't give me a Cold Prickly, I won't give you one, Okay?"

"I WANT to give my boy a Warm Fuzzy, but he just doesn't deserve it."

"Sometimes I wonder if grandpa has a Warm Fuzzy to his name."

Probably every citizen of Swabeedoo would gladly have returned to the former days when the giving and getting of Warm Fuzzies had been so common. Sometimes a little person would think to himself how very fine it had felt to get a Warm Fuzzy from someone, and he would resolve to go out and begin giving them to everyone freely, as of old.

But something always stopped him. Usually it was going outside and seeing "how the world was."

Taken from Focus on Kids by Dennis F. Mancusi.

rewards of a gracious heart

On the way to Inverness, Scotland, several years ago, a big rawboned farm woman sitting beside me on the bus asked why an American should travel north in the dead of winter. "It's rooky weather in the Highlands."

I explained that I liked wild weather and that I was gathering material for a historical novel, talking to country people, soaking up sheep-lore and folkways that have changed little in four centuries.

She invited me to visit her overnight. "We've a wee croft, but warm, and I'd welcome your company, for my husband's off to market."

It was raining hard when we reached her home, a dumpy stone cottage on a bleak slope. Collies welcomed us, and Mrs. McIntosh let me into a spotless, shabby parlor.

Suddenly the lights flickered and died. She sighed, "The power's oot," and lit candles. While she was making a fire there was a knock on the door.

She opened it and a boy came in. She took his dripping coat and cap, and as he moved into the firelight I saw that he was about 12 years old -- and pitifully crippled.

After he caught his breath, he said, "My father tried to ring you, but your phone is dead. I came to see that you're all right."

"Thank you, John," she said, and introduced us. The wind rose, raving and screaming, battering the shutters. I told them how much I loved the drama of the storm.

"You're not scared?" John asked.

I started to say no, but Mrs. McIntosh, though obviously afraid of nothing, quickly said what any boy longs to hear, "Of course she was scared, and so was I. But now we've got a mon about."

There was a moment's silence.

Then he rose. "I'll see that everything's snug," he said. And he hobbled out with a little swagger.

Weeks later the incident still haunted me. Why hadn't I answered his question as Mrs. McIntosh had -- tenderly, imaginatively? And how often

before in my life, insensitive through self-absorption, had I failed to recognize another's need?

Perhaps my heart had been asleep for years, but now it was awakening, anxious to compensate for lost opportunities, and avidly curious. By what magic had Mrs. McIntosh transformed a crippled boy into a confident man? Had it been instinctive kindness, or deliberate? Was it compassion, tact or a combination? Then I recalled an expression used by Dr. Norman Vincent Peale. He had called such generosity of spirit the "gracious heart."

Looking back, I realized how often I had been helped by such hearts, how often I, too, had been exalted by a single gracious phrase or act. My mother did this for me many times when I was young and vulnerable, conferring the precious gift of self-esteem by a thoughtful gesture.

Once when I was seven, she was planning a formal tea and I wanted to help. I picked a bunch of dandelions and brought them to her. Many a mother would have thanked me and plumped the ragged weeds into a milk bottle in the kitchen. But my mother arranged them in her loveliest vase on the piano between tall candelabras. And she made no simpering explanation to her guests about "little Betty's flowers." Now, whenever I see flowers at a party, I remember the pride I felt that my dandelions, treasured above roses, had the place of honor.

The gracious heart is, above all, strongly understanding of the feelings of others.

The gracious heart is never too busy. I recall hearing of a little boy who was devoted to a battered, one-eyed teddy bear. Hospitalized for a tonsillectomy, he was holding Teddy close when the surgeon came to his bedside just before the operation. A nurse moved to take the bear, but the doctor said gravely, "Leave Teddy there. He needs attention, too."

When the child regained consciousness Teddy was snuggled against the pillow -- and across his missing eye was the neatest bandage a skillful surgeon could devise.

Opportunities to put this rewarding talent to good use are all around us. I was shopping with a friend in New York's Italian section when she noticed a boy of about eight helping his father sell vegetables from a pushcart. He proudly sold a cauliflower to a woman and waited for payment, but she reached past him and gave the money to his father. The little fellow's smile faded; his shoulders slumped. My friend realized that somehow she would have to retrieve the child's pride. She called him over and selected tomatoes and scallions which he put in a bag. She could have given him even change; instead she gave him a dollar. For a few seconds he frowned, calculating; then he brightened and handed her the correct change.

"Thank you," she said. "I couldn't have figured that fast."

"Aw, it was nothin'," he said, looking at his father. But it was something to him, and suddenly all four of us were beaming, warmed by the glow that her imaginative act had created.

"The gracious heart protects and enlarges the self-respect of the other person, builds his ego," says Dr. Peale. "When you come home from work and your child races to greet you, asking excitedly, 'Did you hear what happened on Main Street today?' your gracious heart, somehow, has not heard the news -- it gives the child the pleasure of telling you. But if you say, 'Oh, yes. I heard about it an hour ago,' your heart is only building up your own ego."

There is enormous love in this world -- unconscious, instinctive, eager for expression. Each of us can learn to unlock it with the thoughtful courtesies of a gracious heart.

Condensed from Together by Elizabeth Byrd.

mirrors

TYPE: Self-esteem and self-responsibility activity.

PURPOSE: To help youth identify and personalize feelings.

MATERIALS: A small mirror for each participant.

INSTRUCTIONS: Have your group brainstorm a list of things that can happen to a person their age during a normal week (or day). Have them think of both good and bad examples. (You may choose to make up your own list ahead of time.) Make a list on a chalkboard, flipchart, or large piece of paper. 15-20 ideas are plenty.

Go through the list and have all the participants make faces to reflect how they feel or would feel if that happened to them.

You may need to give them some examples:

- Someone criticizes your clothing.
- Someone gives you a compliment.
- You get "chewed out" by a parent, teacher, brother, or sister.
- You win an award.
- You have too much to do or don't understand how to do something.
- You finish a hard project.

DISCUSSION:

How easy is it to notice how you are feeling when something happens to you?

Do you find yourself feeling how someone else expects you to feel instead of how you would like to feel?

EXAMPLE: You get complimented for something you have done. Your friends expect you to feel embarrassed, you really feel pleased but don't want to show it.

How can you accept and even change your feelings?

poetry in notions

TYPE: Self-esteem activity.

PURPOSE: Increase positive self-concept.

MATERIALS: None

INSTRUCTIONS: Have participants write poems about themselves. Have them focus on the positive but be accepting of honest negatives. Use any format, like a popular song, or use this outline. (This doesn't have to rhyme.)

Line 1 - First name

Line 2 - Who has 4 characteristics

Line 3 - Who loves (3 favorite things including people or ideas)

Line 4 - Who feels (3 emotions)

Line 5 - Who gives (3 gifts)

Line 6 - Who needs (3 needs)

Line 7 - Who fears (3 fears)

Line 8 - Last name

DISCUSSION: Encourage positive responses, however, negative concepts are reality. You may need to talk about any negative characteristics privately. Commend honesty, find something positive to balance the negative, help the individual child see where the idea comes from, how they can change it.

scoreboard

TYPE: Self-esteem activity (adult or older teen activity).

PURPOSE: Awareness of positive and negative input given to children.

MATERIALS: None.

INSTRUCTIONS: For one evening, day, or weekend, have participants keep track of the number of positive and negative comments given to either their own children or children they contact.

DISCUSSION: At a following session, ask which column has more, the positive or negative? What kinds of things did you find yourselves noticing? Why?

Summary of this discussion should support the point that everyone needs more positive than negative input to develop a positive self-concept. They need attention for positive behaviors to develop good behavior patterns. (See page A-12, DARE Manual.)

a collection of me

TYPE: Self-esteem activity.

PURPOSE: To reinforce positive self-concept.

MATERIALS: Boxes and bags, scissors, paper, magazines.

INSTRUCTIONS: Have the participants decorate the outside of their boxes or bags with a favorite color, pictures or drawings that remind them of favorite places.

Decorate the inside of a box or bag with lists or pictures of several things you like about yourself, several things you wouldn't change, several favorite people, something you wouldn't want to live without, work and play you enjoy, any other thing you can find. Be creative. Be honest. (A grocery sack can be "laid open" and decorated and then glued or taped back together.)

I am happy when...

TYPE: Self-esteem activity.

PURPOSE: To have participants recall a positive experience.

MATERIALS: Cards or paper; pencils.

INSTRUCTIONS: Hand out cards. Have everyone complete the following sentences:

"I am happy when ..." "I feel good when ..."

Cards can be collected and shared with the group anonymously or volunteers can share individually. This activity can also be kept private.

DISCUSSION: See which positive experiences people have in common (you can have them vote). See if they can increase the number of times that the good occurrences happen. Talk about the importance of recognizing and enjoying the positive, happy aspects of life.

I know

TYPE: Self-esteem activity.

PURPOSE: To provide a "positive lens" for the child to look back and realize how much he or she has learned. Young people are asked to make lists of all the things they have learned.

MATERIALS: Paper and pencils or large sheets of newsprint (for younger kids).

INSTRUCTIONS: Open a discussion of learning.

Is learning hard? Easy? When did you start learning? How do you know when you have learned something? When does learning stop? How many things have you learned since you were born?

Make a list.

With older children: have them start lists on regular paper. You may need to mention basic things like holding a spoon, walking, talking (a language).

With young children: it is fun to have them trace their bodies on large newsprint and help them or have the older children help them write the list on the body.

DISCUSSION:

How do you feel about your list? Are you surprised at how much you know? What is something you learned today? Is there something you would like to learn? What is it?

Lead them to the realization that they are "good learners" and have learned a great deal in a few years.

time line of learning

TYPE: Self-esteem activity

PURPOSE: To improve the child's view of himself as a potential learner. To develop the "not yet" philosophy of learning. Children will realize that, although they have not yet learned many things, they will in the long run. Timing makes little difference. The attitude of "I have not learned to swim, yet" is much better than the attitude "I can't swim."

MATERIALS: Long strips of paper (e.g., butcher paper cut in 2 or 3 foot strips), markers, pencils, crayons.

INSTRUCTIONS: This can be used in conjunction with the "I KNOW" activity, or by itself.

A scale is marked off on the strips of paper showing ages 0-1, 2-3, 4-5, etc., with spaces in between. Each child receives a strip. If they have made an "I Know" list, they can put each item on the list at the age that skill was learned. Kids may want to check with parents or fill out the list at home. Approximate ages are fine.

At the end of the game, kids can compare when they learned to do different things.

DISCUSSION: Point out similarities in time lines, such as learning to speak, dress oneself, talk, ride a bicycle, swim.

More important, point out how the ages may differ for these tasks and how at their present age, it makes little difference when they learned to walk. The major fact is that they all did learn to walk.*

Help children to conclude that they will be able to learn many skills in the long run and whether they can do something now makes little difference.

Develop the "not yet" attitude instead of the "I can't" attitude.

* Handicapped groups can adapt this to consider special cases.

communications activities:

word chain

TYPE: Listening activity.

PURPOSE: To encourage reflective listening; to build a vocabulary of feeling words.

MATERIALS: None.

INSTRUCTIONS: If done as a roll call activity, have the first person give a word that expresses a feeling (happy, sad, joyful, etc.). The second person repeats the feeling word and gives a word that she thinks means the same thing (happy-glad) then gives a new feeling word of her own (grouchy). The next person repeats the word (grouchy) and gives another similar word (cross). Then he gives a new feeling word (joyful).

If done as a circle activity, simply go around the circle.

DISCUSSION: Why did you listen to what the others were saying? How would your listening be changed if you didn't have to repeat the word and give a similar one? How do you feel when people don't listen to you? How do you think people feel if you don't listen to them?

"once more with feeling"

TYPE: Listening activity.

PURPOSE: To increase awareness of the speakers feelings and to learn reflective listening.

MATERIALS: Pencils and paper for everyone; STATEMENTS FOR REFLECTIVE LISTENING (below).

INSTRUCTIONS: Explain reflective listening (see page A-31). The listener repeats, in his own words, what he thinks he has heard.

Break up into groups of three. (All three members should try each "role.") One will be the speaker; one, the listener; and one, the observer.

The speaker will choose four statements (read them or make up their own). The listener will identify the "feelings" of the speaker and then

give a "reflective" response. The observer will record how accurately the listener responds. After four situations, switch roles.

EXAMPLES:

Jerry: Yesterday, I did a crazy thing. I went out and bought myself a really sharp-looking suit.

Jerry's Feelings: Satisfied, happy.

Reflective Response: You feel really good about buying a new suit.

Ted: I give up! I have tried and tried to get my parents to listen, but they continue to ignore me.

Ted's Feelings: Frustration, defeat.

Reflective Response: You seem frustrated because your parents do not pay attention to what you tell them.

DISCUSSION:

How did you feel as a speaker, listener?

What effect did "reflective listening" have on you as a listener, as a speaker?

STATEMENTS FOR REFLECTIVE LISTENING:

1. This project is impossible, I can't complete it.
2. I don't like this class; everyone just argues.
3. I just bought a new bike!
4. Mary Ellen just asked me to a party!
5. My parents don't understand me!
6. I'm ready to quit my job; I get the crummy shifts.
7. I'm going skiing this weekend.
8. I'll never get all this homework done on time.
9. I did a crazy thing this weekend; I blew my change on that new album I wanted.
10. Mr. Snap is always putting me down.
11. I made the team!
12. I just don't know what I'm going to do this summer.

non-listeners

TYPE: Listening activity.

PURPOSE: To experience barriers to listening.

MATERIALS: None.

INSTRUCTIONS: Divide into groups of 4-5. Everyone is asked to jot down a few notes on something they would like to share with the group. Maybe it is a funny story, an embarrassing moment, or simply some autobiographical information. One person is instructed to tell a short story, a short autobiography, etc., for 3-4 minutes. The speaker does everything he can to make his "audience" listen. The audience does

everything they can to not listen (short of leaving the group or talking to each other). Each person takes a turn being the speaker.

DISCUSSION:

How did it feel to be the speaker?

What did you try to get people to listen?

Did anyone end up listening to the speaker? Why?

trust walk

TYPE: Sensitivity activity.

PURPOSE: To enhance sensitivity and trust; to communicate the importance of becoming sensitive to the other person.

MATERIALS: Blindfolds for half the group. A large area in which to move around (but where you can see everyone) -- a yard, park, school room, or house with a leader in each room.

INSTRUCTIONS: Pair off the group. For 5-10 minutes one person per pair will be blindfolded; the other person in the pair will be the guide.

Explain that there will be no talking, that the idea is to build trust in the blindfolded person for the guide by making the "trip" safe and interesting. The guide "shows" the partner as large a variety of sensory experiences as possible (touching walls, fence, lawn; feeling water, warmth, cold; smelling trees, flowers).

After 5-10 minutes, have the blindfolded partner and the guide switch places.

DISCUSSION:

Let the partners talk informally for a couple of minutes.

What were the feelings when blindfolded? What were the feelings when a guide?

In what ways could you tell how your partner was feeling?

What things made it difficult or easy to trust your partner?

Which role did you like the best? Why?

Why is "tuning in" to a person's feelings important to understanding them?

feelings

TYPE: Sensitivity activity; can be used as roll call activity.

PURPOSE: To learn to notice how others are feeling.

MATERIALS: List of feelings below or use STATEMENTS FOR REFLECTIVE LISTENING (page C-23).

INSTRUCTIONS: Read the list of statements acting out appropriate feelings, and have the kids identify the feelings accompanying each. Go around the room but remember each person has the right to pass if they wish.

DISCUSSION:

Why are the feelings behind a statement just as important as the statement?

How would understanding someone's feelings change your reactions to them?

What are some things important to understanding what others are saying?

MORE FEELING STATEMENTS:

1. I'm not good enough to try out for the play.
2. George (Jenny) asked me to go steady.
3. I lost my class notes.
4. I don't have any clean shirts.
5. Maybe I'll get the job!

telephone

TYPE: Sensitivity activity.

PURPOSE: To learn about "nonverbal" communication.

MATERIALS: None.

INSTRUCTIONS: Split into groups of three. Assign one member of each group to be a telephone. The others, standing on either side, are carrying on a conversation.

The "telephone" reacts silently to conversations, using face and body expressions. Carry out for several minutes; then switch to let everyone be a telephone.

SAMPLE CONVERSATIONS:

Who they will invite to a party.

Whether they want to go to a party.

What happened in school that day.
What they will do on the weekend.

DISCUSSION:

What can you tell from facial expressions and body gestures?
How do your expressions and gestures affect how people understand what you are trying to say?
Who can give an example of saying one thing and having your expression say another?
Which "message" will people believe?

double messages

TYPE: Sensitivity activity.

PURPOSE: To learn the importance of "non-verbal messages."

MATERIALS: Cards or slips of paper with "STATEMENTS FOR REFLECTIVE LISTENING" (page C-23) plus the following feeling statements. You can also make your own statement list.

I'm not good enough to try out for the play.
George (Jenny) asked me to go steady.
I lost my class notes.
I don't have any clean shirts.
Maybe I'll get the job!

INSTRUCTIONS: This can be a large group activity or used with subgroups of 2 or 3.

Each person will receive a "message" slip. Have the participants say the message on the slip of paper but send the opposite message with facial expressions and body language.

In pairs, take turns sending double messages.

E.g., "I really like..." -- actor frowns, slumps, clenches fists. The "receiver" identifies the portrayed feelings and which message he would believe. As a group leader you need to give an example.

DISCUSSION:

Why does saying one thing and "acting" something else cause confusion?
Which message would you believe?
What is a good way to make sure you are "sending" the message you want to send?
What would you do to make sure you are receiving the right message?

feeling words

TYPE: "I message" activity.

PURPOSE: To listen for feeling messages.

MATERIALS: Chalkboard and chalk or flipchart and markers; paper and pencils for everyone.

INSTRUCTIONS: Give everyone 5 minutes to write down as many words as they can that describe ways people can feel - happy, excited, worried, etc. Have them include words that describe feelings they have never experienced, too.

Start a group list on the board -- positive feeling words on one side; negative feeling words on the other.

Collect words until you can't think of more or time runs out.

DISCUSSION:

How many words are positive? Negative?

What kinds of words came to mind? What does that tell you?

Which feelings go together? For example, when someone feels angry, they may also feel hurt.

Why are feelings important when you are talking to someone?

"I messages" in role play

TYPE: "I message" activity.

PURPOSE: To learn to use "I messages."

MATERIALS: Scripts.

INSTRUCTIONS: Ask for two volunteers per script. Have the first volunteers read the first script. Ask the group what happened. Then have the volunteers read the script again using "I messages." How does the group feel the two patterns differ? Continue through several scripts. (See page A-35 for "I message" explanations.)

DISCUSSION:

After each segment ask if the real issue was solved. Why?

Ask the "players" how they felt using the two different patterns.

Ask everyone which way expresses the feelings of the speaker more completely. Which way places blame on the listener? Which way makes it easier to identify the problem?

Explain "I messages" and their components. Followup with the SENDING "I MESSAGES" activity.

SCRIPTS FOR "I MESSAGES":

1. Your friend has just borrowed your bike and broken it.

Person A (angrily): You creep, you didn't even ask to borrow it, you sneaky creep!

Person B: Hey, I didn't break it on purpose. You're always so stuck up, I didn't get a chance to ask!

Person A (calmly): I am really upset that my bike is broken. I can't afford to fix it! I am also angry that you didn't ask before borrowing it. I feel really taken advantage of.

Person B: I'm sorry I broke the bike. I would like to pay for the repairs. I can see why you're angry that I didn't get permission. I felt you wouldn't mind, but I was wrong.

2. You share a car pool with another person. It is their turn to drive, but they don't show up. You have to find another way, and this makes you late.

Person A (angrily): You are irresponsible, I'm not going to car pool with you anymore!

Person B: You're a lousy person to car pool with anyway!

Person A (calmly): I am quite angry about yesterday. You were supposed to pick me up and never came. I was very late for work.

Person B: I'm sorry I inconvenienced you. I didn't have to go to work and forgot to call. I will be more considerate next time.

3. You have been waiting a long time at a restaurant, and the waiter still hasn't taken your order. When he comes:

Customer (angrily): Boy are you incompetent. I'll never eat at this hole again!

Waiter: What's eating you buddy?

Customer (calmly): I am really frustrated. I have to be somewhere at 7:00 and have been waiting half an hour to be waited on.

Waiter: I've been very rushed. I'll make sure you get your order right away.

4. You are a teen/parent and it seems your parent/teen just never listens to anything.

Teen (angrily): You never listen! You just don't care what's going on!

Parent: Why should I listen when all you do is complain?

Teen (calmly): I'm really frustrated. I can't seem to talk to you anymore. It's really putting a barrier between us.

Parent: I didn't realize there was a problem. What did you want to say?

5. Have the group write a couple of scripts of their own.
- _____
- _____
- _____
- _____

sending "I messages"

TYPE: "I message" activity.

PURPOSE: To learn to form "I messages."

MATERIALS: "I MESSAGE" PRACTICE SITUATIONS (below); paper and pencils.

INSTRUCTIONS: If you have not done the "I MESSAGES" IN ROLE PLAY activity, explain "I messages."

Divide into groups of 2 or 3. Give each group 2-3 of the situations. Have them write "I messages."

Help the groups individually. Ask for volunteers to read their results.

DISCUSSION:

How did it feel writing or saying the first "I message?" Why?

How could an "I message" instead of a "you message" change a listener's reaction? Why?

"I MESSAGE" PRACTICE SITUATIONS:

1. Your new friend seems to like going places with you. But he is always late. You have to wait at least a half hour for him every time you do something together. Often you are late getting to ball games or movies. Tonight he picks you up at your house. He is 45 minutes late.

2. You've been trying to be a friend to Sally. But she has latched on and wants to be with you all the time. You don't get the time you want to be with other friends, have time alone, and just do your own thing.
3. You've found a friend (opposite sex) whom you really would like to help and be friends with, but he/she keeps putting on a big sex come-on.
4. Your friend has been changing gradually. The clothes he wears have been getting way-out. You are embarrassed when you go places with him.
5. You come home to find that your roommate (sister, brother) has just cleaned the room you share. He is there, and you say ...
6. Your friend has just called at 11:30 p.m. You were in bed sleeping. He says, "Hi, just thought I'd call and rap for a while."
7. You've been out of touch with your friend for a while. You've really missed her -- but you've been busy. Now you go to the store to pick up some things, and you run across her there.
8. You are goofing around with some kids. One of them takes some goopy stuff and drips it over your clothes.
9. You have a new friend. Today you found him/her flirting with your steady.
10. Your mom cooked your favorite supper.
11. You're housebound with a broken leg. Your friend gives up the ball game and dance to spend the evening keeping you company.
12. You are taking a test. Your classmate keeps trying to read your answers over your shoulder.
13. Your new friend borrowed your favorite sweater to wear to a party. When he/she returns it, it is dirty and there's a small hole in the elbow. He/she says nothing about it and acts as though nothing has happened.

the good, the bad, and the ugly

TYPE: Assertiveness activity.

PURPOSE: To learn to recognize assertive communication.

MATERIALS: Copies of RECOGNIZING ASSERTIVE BEHAVIOR (see xerox masters, page D-26); pencils.

INSTRUCTIONS: Explain different types of communication patterns (assertive, aggressive, etc.) and give examples (see page A-40 for explanation). Pass out copies of the questionnaire and read the questions (not the answers) to the group and have them indicate answers on a sheet of paper. Go over the answers. Point out that many of the answers could fall under several categories depending on the way they are said or to whom.

DISCUSSION:

Which responses do you like the best? Why?

When would you have the most trouble using assertive responses? Why?

look'em in the eye

TYPE: Assertiveness activity.

PURPOSE: To learn the importance of eye contact.

MATERIALS: A timing device.

INSTRUCTIONS: Form pairs. (You may want to encourage having the pairs be two people who do not already know each other well.)

Assign a speaker and a listener. Ask the speaker to talk to his/her partner for one minute about something that he/she did last weekend. The listener is directed not to give eye contact to the speaker during this conversation.

After the minute is up, allow a short amount of time for the pairs to discuss this event. The speaker in particular should share what it was like for him/her to talk to someone without getting any eye contact.

Allow the conversation to continue for one more minute. This time direct the listeners to give eye contact to the speaker. (The listener does not have to stare directly into the eyes of the speaker; he/she may look into the person's face if that is more comfortable.) If it is difficult, try eye contact of 2-3 seconds at a time.

At the end of this second minute, allow the pairs time to discuss the impact of this event with each other. The speaker should share how he/she felt when eye contact was given compared to when there was no eye contact.

Repeat this sequence. This time the speakers should be listeners and the listeners should be speakers.

NOTE: Constant eye contact can be considered aggressive (staring). Breaking the contact occasionally is most effective.

DISCUSSION:

Why is nonverbal communication important in conversation?

Besides eye contact, what other nonverbal ways can people use to show their attention or lack of attention?
How did it feel to not get eye contact from your partner? How did it feel when you got eye contact from your partner?
How did you feel when you gave eye contact to your partner?
How did it feel when you avoided giving eye contact to your partner?

role play

TYPE: Assertiveness activity.

PURPOSE: To practice assertive communication.

MATERIALS: Scripts found below.

INSTRUCTIONS: Explain the different behavior patterns (assertive, aggressive, non-assertive).

Ask for volunteers to read the scripts or assign them to pairs.

First, have them read two assertive patterns. Discuss. Then slip in a few examples of other patterns. See if the group can identify what's wrong and develop a better answer.

DISCUSSION: (for each script)

What kind of response pattern was this? What was happening? Why?

Would you change it? How?

What is the most effective way of expressing yourself?

Are there any times it is hard to use assertive responses? Why?

SCRIPTS FOR ROLE PLAY:

Script 1:

Mark: How about lending me five? I can pay you back day after tomorrow.

Sean: I'm sure you will, Mark, but I don't want to lend any money right now. Sorry.

Mark: Hey, it sounds like you don't trust me!

Sean: I'm sorry if it sounds like that to you, Mark, but I just don't want to lend any money. I may need that five later.

Script 2:

Teacher: You did a good job on that report you gave me last week. It's one of the best I've ever seen.

Stu: Thanks, I really appreciate that because I worked hard on it.

Script 3:

Club President: Mary, would you take notes for this meeting?

Mary: No, I'm sick and tired of taking notes just because I'm the only girl in the group. Why can't one of these lazy bums do anything?

Rewrite: _____

An example of a rewrite: I'm willing to do my share but next time I'd like someone else to help too. I feel upset because it seems that I always get the job because I'm the only girl.

Script 4:

Parent: You're never available when I need you. All you ever think about is yourself.

Married Daughter: You always pick the most inconvenient times to visit.

Rewrite: _____

An example of a rewrite:

Parent: I really feel frustrated and hurt when I need your help and you already have plans.

Child: I'm sorry. I have made plans for tonight, but I could help tomorrow.

Script 5:

Girl: Can I borrow your bike?

Boy: I'm sorry but I don't want to lend it anymore. Last time I let you use it, it came back broken.

Now write your own responses to these situations:

You have just had a delicious meal at a friend's home: _____

You have just given a speech and someone comes up and compliments you: _____

You are asking a friend to take care of your dog while you will be on vacation: _____

You are doing a project with a partner but seem to be doing all the work: _____

jelly bean game

TYPE: Avoidance activity.

PURPOSE: To experience peer pressure.

MATERIALS: Jelly beans (or nuts or popcorn, etc.); slips of paper.

INSTRUCTIONS: Form groups of 5-8 kids.

Place jelly beans, or other treat, in the center of each group.

Give one member of each group a slip of paper that says "Do not take or eat a piece of (candy). Resist all efforts of anyone attempting to make you eat (candy)." Everyone else in the group gets a slip of paper saying, "Eat (a piece of candy) and coerce anyone not eating (candy) into doing so."

Let the group interact with this information for about 10 minutes. It may help if you also attempt to coerce the person who isn't supposed to eat the (candy).

DISCUSSION: After the "game" has gone on about 5 minutes ask the persons who were "it" how it felt and why. What was going on?

Pass out or go over the avoidance skills (WAYS TO AVOID PEER PRESSURE, xerox master, page D-53)) then try the game again having the kids use these avoidance skills.

How did you feel using the avoidance statements? How was this different than last time?

Can you name any times when people could try making avoidance statements?

Does it help to get angry? To give in? Why?

having it your way

TYPE: Avoidance activity.

PURPOSE: To learn avoidance skills.

MATERIALS: Paper and pencils for everyone; chalkboard and chalk or flipchart and markers. (Optional - WAYS TO AVOID PEER PRESSURE, xerox master, page D-53)

INSTRUCTIONS: Divide into groups of 3-4.

Have each group think of two situations where friends are pressuring them to do something they don't want to do. (It's okay if you get duplicates.) You and other leaders may want to help younger children write these out.

Gather the ideas.

Explain avoidance skills and how they can help people resist some kinds of pressure (see page A-43 for explanations). List some examples on the board or flipchart so everyone can see them, or hand out lists of avoidance skills.

Randomly hand out situations to groups. In the small groups have each child take a turn resisting the pressures put on him by his group. Have them use the statements you have written out or similar ones of their own.

See if any volunteers would like to do their skit for the whole group.

You may need to model a resisting pressure situation for them.

If you need sample skits, see the examples below.

DISCUSSION:

How did it feel to be pressured?

Which answers did you like the best, the least? Why?

When you were doing the pressuring, how did the answers make you feel?

SAMPLE SKITS:

- You are with a group of girl friends at a movie. After the movie the girls all want to go for a ride with a group of boys. You know some of the boys but they have been drinking and are rowdy. You don't want to go. Your friends are pressuring you to get into the car.
- You are with some friends after school. They are smoking and laughing at you because you are not smoking.
- You are in a magazine shop with a group of friends. They decide to shoplift some things for kicks. You don't want to so they call you a chicken.

cb handles

TYPE: Role model activity.

PURPOSE: To learn about role models.

MATERIALS: Chalkboard and chalk or flipchart and markers.

INSTRUCTIONS: We are familiar with the names people give themselves on CB radios. Have everyone make up a "CB Handle" for themselves with these rules: One word must be a name of someone they really want to be like; the next must be a characteristic or a career they would like to have as an adult.

Here are some examples:

- Generous Joe (wants to be generous; admires Joe Namath, athlete)
- Earthy Ernie (wants to farm and admires dad named Ernie)
- Healthy Lynn (admires a teacher named Lynn; wants to be a healthy grownup)

Have volunteers share their names and the origins. Generate a list of role models -- people and traits.

DISCUSSION:

According to the role model list, what values are important? Are there any patterns in role models? Why or why not?

After seeing all the ideas would you give yourself a new "handle?" Why or why not?

grownups

TYPE: Role model activity.

PURPOSE: To learn about characteristics of maturity.

MATERIALS: Chalkboard and chalk or flipchart and markers.

INSTRUCTIONS: This can be adapted for a roll call activity.

Explain that you are going to have members brainstorm all of the things that make people grownup.

Tell them that any true and reasonable answer will be accepted but not to comment on anyone's answers until the "brainstorming" is done. Continue until there just aren't any more ideas.

This can also be done again using characteristics for describing adult men and adult women.

DISCUSSION:

Which answers describe physical things? Behaviors? Characteristics? Responsibilities?

Select some items and ask "why does that indicate that a person is grownup?"

What are some things kids do to make themselves seem grownup? Why would that make them feel grownup? (smoke, drink, etc.)

picture a hero/heroine

TYPE: Role model activity.

PURPOSE: To learn about role models.

INSTRUCTIONS: Tell kids to "brainstorm" the characteristics of an ideal hero or heroine. (Everybody can work on both heroes and heroines or girls just on heroines and boys just on heroes.)

Have everyone call out ideal attributes (physical, mental, abilities, morals, etc.) until there are no more ideas. List ideas on chalkboard or paper.

DISCUSSION:

Have different volunteers "describe" from the list different aspects of the ideal person. Why are these important? Which ones are the most important?

Which ones would you like to be? How could you help yourself achieve the characteristics you want?

advertising collage

TYPE: Advertising awareness activity.

PURPOSE: To bring attention to the type of role models used in advertising.

MATERIALS: Large piece of cardboard, (1 per young person), magazines, newspaper, paste, scissors, colored paper (optional).

INSTRUCTIONS: Have everyone choose a theme (beautiful, athletic, manly, popular, etc.) and find as many ads that use that theme in selling liquor, cigarettes, etc., as possible.

Have them put the ads together in a collage.

DISCUSSION:

What makes the ads "neat?" Is it the substance being sold? Why or why not?

Why do companies use these advertising techniques?

"you can't fool me"

TYPE: Advertising awareness activity.

PURPOSE: To learn to "see through" advertising.

MATERIALS: Magazines or newspapers with lots of ads (optional).

INSTRUCTIONS: Have everyone think of a description of an ad and the product it sponsors. This can be by remembering a TV or radio ad or looking through papers and magazines.

Have each person describe the ad and the product (drugs, alcohol, cigarettes, etc.). You can call for volunteers or call on quiet members. Remember to respect their right to pass.

DISCUSSION: (for each ad ask)

What positive thing is being associated with the product?

What pleasant thing is associated with using the product?

How could you enjoy the good part of the ad without using the product?

Overall questions:

Do you think the ads were truthful? Why or why not?

Why are ads put together the way they are?

people watching

TYPE: Communications activity.

PURPOSE: Improving communication.

MATERIALS: A busy street corner, note paper.

INSTRUCTIONS: Find a place where there are different kinds of people. Choose five people that seem to be feeling something different (i.e., happy, sad, frustrated, mad, glad).

Another way to use this is to collect cartoons, prints of paintings, visit museums and see how artists portray feelings.

DISCUSSION: Describe what the five types are doing, how they are acting or moving, that lets you know their feelings.

knot knowing*

TYPE: Communications and self-responsibility activity.

PURPOSE: Solving breakdowns in communication, personalizing I messages, accepting feelings.

MATERIALS: None

INSTRUCTIONS: Have participants think of 2 or 3 experiences they have had when communications break down because of an inability or unwillingness to talk with someone else.

Have everyone brainstorm metaphors for the way they honestly felt:

- cold wars
- dead ends
- ice
- knots

Participants can draw a picture, write a poem, tell a story about how this feels.

DISCUSSION: Discuss feelings, what can be causes and cures, brainstorm practical solutions or role play practical solutions. You can use this activity to lead into "I messages" (see page A-35 for "I message" explanations).

Have participants write "I messages" for their personal situations.

Optional: Role play with each other.

Ask: Would "I messages" help untie knots?

expressions:

TYPE: Communications activity.

PURPOSE: Awareness of body language.

MATERIALS: None.

INSTRUCTIONS: Have each of the participants think of a short message to send to the rest of the group. Have them take turns trying to send the message with just the hands, the face, or the back. When communicating with just hands, some actors may need to put something like a brown paper bag over their face. Some people cannot keep their face expressionless!

Examples: I'm excited.
Today is beautiful, I want (or don't want) to do _____,
I'm tired.
You guys are neat, _____ is my best friend.

DISCUSSION: What kinds of messages were easy to read? Why? (hands, faces, backs)

"let your body talk"

TYPE: Communications activity.

PURPOSE: Awareness of body language, communication.

MATERIALS: None.

INSTRUCTIONS: Develop a list of words that can be acted out (i.e., capture, escape, hot, explode, hurt, help, bright, sweet, sour, invent, brave).

Give the participants slips with words to act out and have them act out the meanings without using words (as in charades). No winners or losers. (Alternative: Have kids draw the meaning on paper.)

DISCUSSION: Summarize the activity by discussing what kinds of meanings we try to send or learn from the way we or others use their bodies.

You can use this to introduce the concept of Double Messages (see page A-34 for explanation).

swapping shoes

TYPE: Communications activity.

PURPOSE: Awareness of communications barriers, increasing family understanding.

MATERIALS: None.

INSTRUCTIONS: This can be used with youth 8-16 or with parents of young children (5-10). Have the youth arrange to follow the parents around for one day. Have them keep a log or a photo journal of the parents day. Record the ordinary as well as the unusual.

DISCUSSION: Many times communication barriers arise because of a lack of understanding of the pressures placed on each other. Example: Parents are in a bad mood from work, child thinks they are angry at him. The reverse also happens. Increased understanding can occur through swapping shoes.

Understanding and time together increase family unity.

Ask: What are some of the responsibilities your parent/child has that you didn't realize before? What are some of the stresses? The rewards? How do these carry over into what happens at home?

stereotypes

TYPE: Communications activity.

PURPOSE: To look at the nature of stereotypes as a form of prejudging, a barrier to good communication.

MATERIALS: Flipchart or blackboard, paper and pencils for participants.

INSTRUCTIONS: Select six categories from the list below or use current youth or adult classifications.

Hippie, middle class, adolescents, senior citizens, rednecks, religious groups (Jews, Catholics, Protestants, etc.) or ethnic groups (White, Indian, Black, Hispanic, Oriental), high school or junior high cliques.

Select about 4 or 5 that will not be represented in your participants and 1 or 2 that will be represented.

Write the six categories across the top of your board or flipchart.

Have the participants select four of the six and write them in their paper leaving several lines between each category.

Have each participant think of four or five words describing that group of people. Use the first words that come to mind.

Gather the individual papers, shuffle, and redistribute. Have the participants read out characteristics of the different groups.

When you have recorded 10-15 characteristics of each group cover the following points.

Compare the number of negative versus positive characteristics. The more unfamiliar the group of people the more negative the list will usually be. Stereotypes lean toward the negative.

DISCUSSION:

How do we get our ideas of other groups of people? How can these contribute to poor communications?

Is it common to try to see through stereotypes? What are some common stereotypes that could cause problems in mutual understanding? (E.g., old vs. young, teenagers vs. parents, ethnic and religious groups, right vs. left brains, economic and social levels, professions - laborers vs. physicians)

back to back

TYPE: Communications activity.

PURPOSE: To emphasize the importance of feedback in communications.

MATERIALS: Sets of paper pieces (see xerox master, page D-65) for each participant.

INSTRUCTIONS: Divide the participants into pairs. Have them sit so they cannot see each other as they work on their paper "constructions." Have one person lay out a design of any kind with their paper pieces. Have that person describe the design to the other person. The "listener" then tries to duplicate the "speakers" design by listening but not asking questions. No feedback allowed.

DISCUSSION: The teams will rarely come up with the same design.

Ask: Why was it difficult to duplicate the design? How did the person feel giving the directions? Receiving the directions?

What does this tell us about the importance of allowing for and listening to feedback? How does this relate to your personal experience? Does it tell us anything about prejudging?

puppet skits

PURPOSE: To allow practice in techniques to avoid peer pressure.

MATERIALS: Lists of "WAYS TO AVOID PEER PRESSURE" (page D-53); brown lunch bags; crayons; copies of pressure situations (below).

INSTRUCTIONS: Pass out lists of WAYS TO AVOID PRESSURES. Go around the room and have volunteers read some of the techniques. Have a brief discussion on each.

Break into subgroups of five with a facilitator for each group. Pass out crayons and bags. Have each child make a person puppet (three minutes).

Read the situations, and explain that each puppet will have a turn saying no to pressure from the other puppets. Go around the group with several situations so each person has at least two opportunities to use an avoidance technique.

PRESSURE SITUATIONS:

SKIT A: You are with a group of girl friends at a movie. After the movie the girls all want to go for a ride with a group of boys. You know some of the boys but they have been drinking and are rowdy. You don't want to go. Your friends are pressuring you to get in the car.

SKIT B: You are a football player, and training rules are strict. A bunch of the guys invite you to an unchaperoned party. When you get there, several members of the team are breaking training by drinking. They want you to join them, but you really don't want to drink.

SKIT C: You are with some friends after school. They are smoking and laughing at you because you are not smoking.

SKIT D: You have been friends with Jody for a long time but she has one major fault. She never does her homework and often borrows yours at the last moment. The teachers have begun to suspect you (and her) of cheating. Here she comes again to borrow your science homework.

SKIT E: You are staying with your cousins for the summer. They and their friends are all a little older and very adventurous. You are all out in the country fooling around when you come to a very deep lake. They dive in the deepest part and start daring you to do the same. You aren't a very good swimmer.

SKIT F: You are in a magazine shop with a group of friends. They decide to shoplift some things for kicks. You don't want to so they call you a chicken.

SKIT G: You are with a new group of friends. They are very popular in your new school and you are trying to be accepted by them. They have decided to sneak into the school after hours and spray paint graffiti all over. They are assuming you will go along.

DISCUSSION:

How does having a list of responses help when you are under pressure?
Could you think of a time you might use some of the responses?

assertive triads

Drug Confrontation

Some of your friends are using marijuana. You are not sure you want to try it but have been avoiding a confrontation. Suddenly the whole thing is happening right now.

PERSON A: Hey _____, wait a minute! Randy has some grass, he wants us to smoke it with him.

PERSON B: _____

PERSON A: Nope, he is waiting outside, let's go.

PERSON B: _____

PERSON A: Come on. We'll just walk around to his car now!

PERSON B: _____

Expressing Justified Annoyance

You have a car, and many of your friends do not. You have let them use your car a number of times. Today when you came back to your room, you noticed that the extra set of keys is missing. You check on your car and see that it's gone. You look again and find a note in your desk that says, "I had to pick up a package. Thanks. Bob/Barbara." You are really annoyed by this and feel you are being used. Here comes your friend with the keys now.

PERSON A: Here are the keys. Thanks.

PERSON B: _____

PERSON A: I wasn't gone long.

PERSON B: _____

PERSON A: You would have let me use it if I asked. You wouldn't have said no.

PERSON B:

Refusing a Request

You have a term paper due in three days and really want to work on it this evening. You have purposely gone to the library so you would not be interrupted. You have just started writing when your friend comes up and asks you to join him/her for a movie. You know you want to work on your paper.

PERSON A: Hi Mel/Maggie. How about going to a good movie with me now?

PERSON B:

PERSON A: Is it due tomorrow?

PERSON B:

PERSON A: Then come on. You have plenty of time to do it.

PERSON B:

PERSON A: Don't be that way. Hard work won't get you anywhere.

PERSON B:

PERSON A: This is the last night the movie will be showing.

PERSON B:

PERSON A: Okay then.

self-responsibility activities:

I can't ... I won't

TYPE OF ACTIVITY: Group Activity

PURPOSE: To increase the sense of self-responsibility.

MATERIALS: None.

INSTRUCTIONS: Ask the participants to turn to a neighbor for a partner. Have them take turns saying sentences that start with the words "I can't ..." Ask them to consider their school life, their social life, their home life, etc., as possible areas from which to draw these statements.

After a few minutes, ask them to go back and repeat all the sentences they have just said with one change: replacing the word can't with the word won't or I don't want to. Explain to them that the words "I won't" may not feel right to them the first time they say them, but that it is like going into a clothing store and trying on a coat. It may not fit you, but you won't know that until you try it on. Just because you say it, doesn't mean you are stuck with it forever. It is simply an experiment to discover how we experience ourselves differently after saying "I won't" instead of "I can't."

Ask them to repeat exactly what they said before except for the substitution of "won't" for "can't," and to take the time to be aware of how they experience saying each sentence. Again, give them about five minutes to do this.

Bring the group back together and ask them what they experienced as they did the exercise. Did they experience any difference between saying "I can't" and "I won't?"

Usually responses will include such statements as:

I felt more powerful when I said, "I won't."
I felt like "I can't" was a copout.
I felt like I was more in charge with "I won't."
When I said "I can't," it was as if there was some outside force controlling me. With "I won't" I realized that the decision to do it or not to do it was all in me.
I sounded whiney when I said, "I can't."
"I won't" sounded more true to me.

Ask them to consider whether their "I can't" statements are really statements of something that is impossible, or whether it is something possible that they simply refuse to do. Ask them to become aware of and to affirm their power of refusal. "I can't" implies being unable, crippled, and controlled from the outside. "I won't" affirms the responsibility for their actions. Often this reaffirmation of responsibility even leads to the transformation of an "I can't" to an "I will."

After you have used this exercise, ask your participants who say "I can't" to repeat whatever they have said with the words "I won't."

taking responsibility

TYPE: Self-responsibility activity.

PURPOSE: To help participants realize that they have the ability to choose.

MATERIALS: Paper and pencils; chalkboard and chalk or flipchart and markers.

INSTRUCTIONS: On a sheet of paper, make 3 columns. Think of about five things you do fairly often that you really don't like to do. Things you feel you HAVE to do, that you feel trapped into doing. Write using the format, "I have to ..."

You may want to give some examples of your own or use these: attending a board meeting, eating that dessert you really didn't want when a friend baked it, scrubbing the floor, getting up at 6:00 when you'd like to sleep until 7:30. A list for kids might include "going to school," "cleaning my room."

Now, cross out the have in each sentence and put choose.

Is it true that you have chosen to do that? (Many people may argue they have no choice. Don't pursue the point yet.) Allow for discussion.

Let's look at your alternatives. Select one statement to expand. Think of 7 or 8 alternatives, other choices, you could make in that situation. Remember to include some you may have subconsciously discarded as unusable. Also try to think of new possibilities.

Give a personal example, or use this one:

Example	Choices	Outcomes
I <u>choose</u> to go to the board meeting.	I could just not go. I could send someone else. I could quit. I could make up a lame excuse.	

See if anyone wants to share an example and their choices. Write it up on a flipchart or chalkboard.

If you have an example, you may have the group as a whole, list possible outcomes for each choice. Decide which choices are acceptable, considering the outcomes, and write an A beside them. Mark out unacceptable choices. (This is optional.)

Did anyone find a new choice that would work? (Usually people don't in this short of time.)

DISCUSSION: The outcome of this activity should lead the participants into realizing that they actually have a choice over what they do. That the choice is their responsibility and cannot be blamed on someone else. Ask the group:

Did anyone discover a new choice that they hadn't previously considered? Do you feel your original statement is your best choice in the situation? Why?

Do you feel you do the particular activity you listed because you have a good reason for doing it?

Who do you feel actually made your choice?

Does anyone really have the control over you to make you do something you really don't want to do?

The purpose of the activity is not necessarily to come to a new choice. However, that is sometimes a nice side benefit. It is to change how the participants look at and feel about the choices they have already made:

- to realize they do have a choice (no one is "holding a gun" to their head).
- they are probably doing what they are doing because it is the best choice.
- to get rid of the "trapped, passive, out of control" feeling that comes with saying "I have to."
- to look at their choices. Are their actions good choices or should a change be made?
- to be aware of not consistently modeling an "out of control" attitude.

I feel ...

TYPE: Self-responsibility activity.

PURPOSE: To introduce the concept that people choose their feelings.

MATERIALS: Paper and pencils.

INSTRUCTIONS: Ask everyone to write down on a slip of paper how they feel today (emotionally, not physically). "I feel ..." Ask them to write down why they think they feel that way. Ask them to rewrite their feeling statement so they say "I choose to feel ..." Tell them you want them to think about whether or not they have any control over the way they feel for the rest of the meeting. You can discuss their feelings. Ask if they choose to take that control. Reinforce that everyone can have control over their feelings. Many people are very resistant to admitting that they have control but this brief exercise will expose them to the concept.

decision-making activities:

to decide or hang loose

PURPOSE: To recognize the need for decisions.

MATERIALS: TO DECIDE OR HANG LOOSE Worksheet, xerox master, page D-44; the story TO DECIDE OR HANG LOOSE (below); chalkboard and chalk or flipchart and markers; pencils.

INSTRUCTIONS: Pass out the "score cards" (worksheets). Read the story, TO DECIDE OR HANG LOOSE, out loud or divide onto cards and have participants read a section. NOTE: Youth usually get more involved if they or their peers are "reading."

Ask the group to listen to the story and mark all the decisions on the "score card" with A if they think the decision would be made almost automatically without too much thought. Put Q on the decisions that they felt were most critical. After the story, have them choose the five most critical decisions.

DISCUSSION: On a chalkboard or flipchart, rank each decision according to the number of members that marked it critical. Then ask:
Why is one decision more important than another?
In the most critical cases, why was a decision important?
What would have happened if no decision were made? (Did a decision need to be made?)
Why are some decisions automatic?
What are the real dilemmas (or problems) in the critical decisions?
Are they the first things that came to mind?
What is/could be/should be happening?

SOME SAMPLE QUESTIONS AND POSSIBLE ANSWERS

Were any of these decisions more important than others?

Whether to study or not
Whether to eat my lunch

Why were these two more important than the others?

Because if I don't study I won't get a good grade. That will affect my getting into college. It might also hurt my parents who want me to do well in school.

If I didn't eat my lunch for a long period of time, my health might be affected. (Sometimes a decision becomes important if it leads to habits that hurt you later on.)

What determines when a decision is important or critical?

When it hurts you in some way, when it hurts someone you care about,

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when it keeps you from doing something that affects your future.

The Story: To Decide or Hang Loose (3)

The alarm goes off, bringing Mike out of dreams to the reality of another school day in eighth grade. Ugh--the day of the math test, course registration day, and his speech in English class. "If I didn't brush my teeth or wash my face, I could have two more minutes in bed," Mike thought. But then he changed his mind, thinking about what he would be doing that day. After cleaning his teeth and face, he walked to the closet to select his shirt for the day. "This one won't make it with the kids in my class; this one won't please my English teacher who is judging my speech; this one won't pass my mother in the kitchen; but this one might please them all." So it went, as he brushed his hair, on the way to the kitchen.

If he didn't take time to eat anything, he would have some extra time to look over his math before his test. But he knew he never thought very well when his stomach was growling, so he grabbed some toast and orange juice before leaving for school.

First period he had his math test. This test would make the difference between a C or a B for this quarter, but he hadn't thought about that too much when he had time to study. Some of the questions were fairly easy. Some, he found, were tricky. Pete, the "brain" of the class, was sitting across the aisle from him, and his paper was exposed. Mike could see Pete's answer to that fourth problem, but looked away and continued working on it himself. Oh, well ... he'd get the grade he deserved.

During his free period he decided to go to the counselor, instead of meeting with his friends. He had to make up his mind whether he would take shop next year or French. He had to decide by fifth period when he would be handing in his course registration sheet. The shop he wanted wouldn't be offered in high school, but French 1 would be harder if he waited to take it in the tenth grade, the counselor told him, that the decision was up to him. Ya, gee ... always up to me! He already had a heavy academic load for next year, so he thought he would take the shop course.

Thinking that most of his decisions for the day were over, he went to English class, getting into the mood for his speech on drugs and teenagers. He had worked hard on it and had practiced on every member of his family. Then Miss Carroll announced that there was only time for three of the four speeches. She asked who would rather wait until tomorrow. If Mike did, he would have still more time to practice, but if he didn't, he would worry about it that night. He told Miss Carroll he would like to give it that day.

At noon, some of his buddies wanted him to go to the park with them during lunch. Some others wanted him to play on the softball team. He wanted to do both, but he wanted to play ball more. He hoped he hadn't made his other friends mad.

When school was out he knew he had a science quiz the next day, a social studies report due in two days, and an invitation to play tennis with Bob--a great player--after school. He had promised his mother he would clean the garage and practice his trumpet today. So what was he going to do? Which was most important?

After dinner he had a phone call from his friend, Frank, asking him to go to the baseball game Saturday. He had already told his Dad he would go fishing at the cabin. His Dad didn't have many weekends free, but he wasn't always asked to a baseball game either. He told Frank he'd let him know.

Two hours left before bed. His favorite TV program was on, and he had that quiz tomorrow. Could he get by in science without studying for the quiz? What would that do to his grade?

At 11 p.m. he fell into bed exhausted from all the things he had had to decide during the day. He thought of those waiting for him tomorrow. Life was just one decision after another!

critical decisions

PURPOSE: To recognize the need for decisions.

MATERIALS: Chalkboard and chalk or flipchart and markers; story - THE STORY OF MISSED CRITICAL DECISIONS (below).

INSTRUCTIONS: Read aloud THE STORY OF MISSED CRITICAL DECISIONS (actually a true story).

Have members "brainstorm" critical decisions that Mary made, or missed, and list them on a chalkboard or flipchart.

DISCUSSION:

Were there times when Mary should have made a decision and instead did nothing?

What is happening in this story? What could happen? What should happen?

What were some of Mary's critical decisions? What would you like to change?

PURPOSE: To understand the purpose of a decision. To learn how outcomes are related to decisions.

MATERIALS: Story THE STORY OF MISSED CRITICAL DECISIONS (below).

INSTRUCTIONS: Read THE STORY OF MISSED CRITICAL DECISIONS.

DISCUSSION:

When Mary dropped out of school, what need was she meeting or ignoring? If Mary had set an objective for herself, what do you think it might have been?

How would understanding her needs and setting objectives have changed her life?

In what other examples in Mary's life would an objective have affected her outcome? Do you think it is too late for Mary?

The Story of the Missed Critical Decisions

Mary is now 21 years old. She is out of a job, not going to school, and living with her parents. Looking at her ill-fitting cotton dress, sandals, and long, stringy hair, you would not know that she is very bright, creative, and talented. Nor would you know that both her parents are college graduates working at a university. Mary doesn't know what to do, but she does want to do something. She is not a hippie, drug user, or a dropout from society. She wants to be part of a future and the world around her.

Mary is a girl who did not graduate from high school; she made straight A's in junior high school and D's and F's in the tenth grade. There was a brief flurry in the junior year when her grades improved. Although frequently absent, she did good work when she was in class. When she stayed home, she read or painted. Her knowledge was great, and her paintings were excellent. But falling behind in her assignments in her senior year, she dropped out when she turned 18.

Her home life was chaotic. There were fights with her parents about grades and going to college. They didn't care what she did socially, or whether she stayed out late. They did care about grades. She was eager to be on her own.

The following September she entered junior college on petition. She left within two months to follow a boy she had met the previous summer. She worked in an office doing filing. She quit this job and worked at the post office until she had earned enough money to quit that job. Then she got an apartment in a nearby city and studied Yoga. Tiring of it, she returned to junior college again, this time to study interior decorating.

She hated the routine assignments and quit, even though she was making good grades.

Mary dated sometimes during these years, but never was very interested in any of the boys. She was frequently depressed, really wanting to be part of an academic world that would stimulate her. She loved to learn. She wanted to be needed.

I want to

PURPOSE: To define personal objectives. This activity may be used alone or as a followup for a values activity (RELATING VALUES TO OBJECTIVES, for example).

MATERIALS: I WANT TO Worksheets (xerox master, page D-45); pencils.

INSTRUCTIONS: Explain that this is an activity to understand "What You Want." The ability to think of clear objectives is important to making good decisions.

A clear objective statement:

HAS A WHEN - a deadline - when you want to have something accomplished.

HAS A WHAT - shows what will happen when the goal is reached - a way to check the goal.

Pass out the worksheet. Read the list on the worksheet and have members mark on the worksheet a C for a clear objective and a U for an unclear objective.

Then on the worksheet have members write three objectives. Have members check their objectives for when and what. Have them include one that considers feelings (i.e., I want to get along with my sister this year). They may read them aloud if they wish.

DISCUSSION:

Did it get easier to write objectives after you did the first one? Why do you think it is important to include the when and what when writing objectives?

Can you name some situations in which objectives would be important to you?

How would objectives help you to organize your thoughts?

needs

(10 minutes)

This activity is designed to increase awareness of personal and human needs as a decision-making skill.

You will need to have these materials made before the workshop: Prepare a large chart (butcher paper is good) to use on the floor or table. It should be at least 5 feet long. Divide it into 5 equal segments and label the segments physical, intellectual, social, emotional, spiritual. Prepare needs example cards, one example per 5x7 card: taking a class,

deciding a new way to solve an old problem, drinking a glass of water, having lunch, listening to good music, having friends to dinner, listening to a good speaker, accomplishing a goal, shopping with a friend, saying a prayer, a walk in the park, sharing an idea with a friend, learning to balance a checkbook, complimenting a co-worker, taking a nap, fastening a seat belt, receiving a compliment, having a baby, joining an organization, giving a friend a hug, watching the ocean; blank cards or 1/4 sheets of paper.

Explain that understanding and being able to identify personal needs is a basic skill in making a good decision.

If a person doesn't understand their needs, they can't decide how best to meet those needs. Every decision, or the motivation for every decision, is based on a very real human need. By understanding the basic underlying need, it is easier to identify the most healthy way to get that need fulfilled.

Explain that all people have needs that can fall into 5 categories: physical, intellectual, social, emotional, spiritual. Give a couple of examples of each from the list below (or make up your own).

Hand out several "need" example cards and a blank card (or piece of paper) to each participant. Have each participant write down on the blank card (or paper) an example of a personal need they have. Have the participants go to the board and place both the example and personal cards face down on the segment of the board they feel is best represented by their example. Turn up each example and have the group discuss why that example represents that type of need. Be sure not to comment in a negative way on any of the needs or placements. Ask what needs are common to everyone. It becomes obvious that most needs fall into several categories.

Examples of different types of needs:

PHYSICAL: eating, sleeping, resting, exercising, fulfilling sexual needs, safety from physical harm.

INTELLECTUAL: learning and thinking about a wide range of subjects, learning to communicate, learning to use information.

SOCIAL: making friends, establishing working relationships, interacting with other people.

EMOTIONAL: giving and receiving love, maintaining a positive self-esteem, expressing all types of feelings such as happiness, joy, excitement, anger, depression, fear, hostility.

SPIRITUAL: developing a set of values, thinking of self as related to universal standards and issues, enjoying beauty.

DISCUSSION: Show how one activity can meet several needs and also that a certain need may be met in several ways. Ask:

Why do some needs fall into more than one category?

Why is it important to think about needs in making a decision?

What happens if needs are ignored in making crucial decisions?

Do you think people usually do things because they are trying to fill some basic need? What makes you think the way you do?

Think of some way you act that actually helps you get something you need.

I prefer... statements

PURPOSE: To be able to choose according to your own preference.

MATERIALS: Sheets of paper, pencils.

INSTRUCTIONS: The act of choosing is a difficult process. Peer or family pressures often make children ignore their own preferences and do what others are doing. This activity helps children make choices based on their own preferences.

Explain this to the group. Then ask each member to list in five minutes as many "I prefer ... statements" as possible. (Example: I prefer living in the country to living in the city, I prefer swimming to jogging, I prefer pies to cakes.)

At the end of five minutes, use one of the following:

1. Go around the group and have each member read an "I prefer ... statement" on their list.
2. Call on several members to read their lists of "I prefer ... statements."
3. Have members form small groups and share and discuss their lists with each other.

DISCUSSION:

Was it difficult to think of the first things you preferred? Did it get easier?

If your friends were choosing something different, how would that affect what you were choosing?

Does it change the way you feel about a friend if they like different things than you do?

Why is it important to be able to act on your own preferences?

ranking

PURPOSE: To become aware of personal values.

MATERIALS: Index cards with items to be ranked, chalkboard and chalk or flipchart and markers; pencils.

INSTRUCTIONS: Have members rank these in order of importance. This can be done individually or as a group.

1. Clean air and water.
2. World peace.
3. Less arms.
4. More personal freedom.

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5. Democracy over communism.
6. Guaranteed income for all people.

See the VALUES AUCTION Worksheet I (xerox master, page D-46) for additional values to be ranked.

DISCUSSION:

Why are they ranked in that order?
What is the highest value represented?

life raft

PURPOSE: To become aware of personal values.

MATERIALS: A paper "sinking ship" and a "life raft" to put on the floor; cards with passengers and descriptions; flipchart and markers.

INSTRUCTIONS: Give the participants the following information. Be conscious that some groups may be more comfortable with another values activity.

Passengers are on a sinking ship in the Atlantic Ocean. There is only one life raft. It will hold ten people. Members must decide by consensus who will be saved from the following passenger list. There are only fifteen minutes before the ship sinks and takes all of the passengers down with it.

Distribute the passenger "cards," some to each member, and have participants place passengers on the life raft or sinking ship and explain why. Open the discussion. You must end with only 10 passengers on the life raft.

DISCUSSION:

What values are represented by the people on the raft?
Why was this often difficult?
Are some values more important than others to your group?
What are other options that might happen in reality?

PASSENGER LIST

(See Page A-100 before you use this values activity.)

1. Salesman-56; married; five children ages nine to 17; going to Israel to help with industrial development; a leader in his community.
2. Black Panther Leader-25; single; en route to England to organize Black Panther contingents among oppressed British blacks and to train cadre for leadership positions in revolution.
3. Doctor-63; married; three children over 21; gave up lucrative practice because he believes he has discovered a possible cure for leukemia.
4. Women's Liberation Leader-34; single; going to France to address

- international meeting of advocates of her cause.
5. Stewardess-22; single; former Miss America.
 6. Roustabout-47; single; gambler; former ship captain; excellent knowledge of the sea.
 7. Musician-41; black; blind; en route to Europe for concert tour.
 8. Nun-28; single; specializes in teaching mentally retarded children.
 9. Farmer-43; married; on his way to Africa to work with A.I.D.; excellent hunter and fisherman; former Marine with survival training; suffered heart attack two years ago.
 10. Student-22; single; going to Sweden to evade draft; in third year of medical school, planning to practice medicine in ghetto community.
 11. Peace Corps Member-24; married; returning to her post and husband after visiting a sick parent; married three months.
 12. Nurse-29; single; has entered new profession during the last two years as it seems to be more profitable; four months pregnant.
 13. CIA Agent-36; married; two children ages one and two; about to leave government work; has memorized vital information concerning a government overthrow in Algeria.
 14. Fugitive-34; single; former Ivy League college professor; escaped from prison where he was serving sentence for sale of dangerous drugs; seeks asylum in foreign country where he will renounce his U.S. citizenship.
 15. Minister-43; married, no children; a prominent civil rights leader who is going to Europe to receive an award.
 16. Teacher-26; single; leave of absence to study in Paris; great writing potential; leader in innovative education projects.
 17. Interior Decorator-40; homosexual; reputation as being the best decorator in America.
 18. Girl-11; flying to boarding school in France; very wealthy family; crippled from birth.
 19. Banker-43; six children, ages 10 to 21; leading John Birch Society member.
 20. Widow-73; en route to Italy to fulfill promise to husband that she would visit their old home once more. Trip cost her her life's savings.

values auction

PURPOSE: To become aware of personal values.

MATERIALS: Auction lists (xerox masters, pages D-46&47); pencils.

INSTRUCTIONS: The leader or a member acts as the auctioneer. Each member pretends to have or is given \$500 play money and a list of items to be auctioned off. Before the bidding starts members are allowed a few minutes to read over the list of items to be auctioned. Members mark the items they want and how much to spend on each before the auction starts. Members will bid against each other for whatever item or items they want to buy. If a member bids on an item and doesn't have the money to pay for it, the item goes to the next bidder. Members must

keep their own "checkbooks." They must be sure to subtract any amount spent on an item or they may go broke sooner than they want.

DISCUSSION:

Why did some items sell for more than others?

Were members able to buy what they wanted? Why? Why not?

What did this tell you about the things that are important to you?

insurance policy

PURPOSE: To become aware of personal values.

MATERIALS: "Blank policies" (xerox master, page D-48) or sheets of paper; pencils.

INSTRUCTIONS: Each member pretends to have or is given \$100 of play money which they use to purchase an insurance policy. When the member decides on a policy, he or she must write out what the policy is to insure. (Example: Participants purchasing a health policy might write that they want assurance of living to the age of ninety without a day of sickness or ill health.)

The following are some sample insurance policies:

1. A Marriage Policy
2. A Child Raising Policy
3. A Love Policy
4. A Self-Fulfillment Policy
5. A Sexual Fulfillment Policy
6. An Accident-Free-Life Policy
7. A Longevity Policy
8. A Wisdom of the Ages Policy
9. A Wealth Policy
10. A Peace and Tranquility Policy
11. A Beauty or Good Looks Policy
12. A Friendship Policy
13. A Health Policy
14. A Joy of Living Policy
15. A Happiness Policy
16. A Charming Personality Policy
17. A Success Policy
18. A Popularity Policy

DISCUSSION:

What sort of personal value does your policy indicate?

How might you actually achieve at least a portion of your goal?

values dilemmas

PURPOSE: To recognize value dilemmas and identify your current values.

MATERIALS: None.

INSTRUCTIONS: Select one of the following value dilemmas, or make up one of your own, and present it to the members.

After reading the dilemma you may:

1. Break members up into groups of four or five and let them discuss how each would resolve the dilemma. What values are in conflict?
2. Hold a large group discussion with members discussing what action they would take to resolve the dilemma.

This can also be used as an "alternatives" activity. See alternatives activities, ACCEPTABLE OR UNACCEPTABLE and ALTERNATIVES (pages C-68&69).

DISCUSSION:

What values are in conflict in each dilemma?

What cases can you think of where similar dilemmas might be involved?

SAMPLE DILEMMAS

1. Shoplifting

Sharon, a 16-year-old, has just been hired as a salesgirl in a record store in her neighborhood. She had been trying to get a job for several months in order to add to the income at home. Her mother has been struggling financially since Sharon's father died.

The store's owner stresses over and over again how important it is for Sharon to keep her eyes open for shoplifters. He keeps meticulous count on the inventory and cash register receipts. In fact, Sharon had a chance at the job because the owner had fired her predecessor for insufficient vigilance.

During the second week on the job, Sharon's best friend Lucy comes into the store. Sharon watches as Lucy slips two records under her coat. Lucy then approaches Sharon at the cash register in order to pay for yet another record. Sharon whispers to Lucy that she ought to return the records. Lucy's response is a wink and a snicker.

2. Drug Dilemma

A policeman discovers that his 15-year-old son is using downers. Upon further questioning, the son reveals that he has been selling drugs to several of his classmates since last summer.

The father is utterly confused. He loves his son and feels a need to protect him. But he also realizes that he has a responsibility as a citizen and as a police officer to report his information to his superiors. In addition, he is deeply concerned about the other boys and their parents. The first offense for "use" is probation.

The first offense for the sale of drugs is a mandatory sentence of at least a year, even for minors.

3. Football and Drugs

A high school football coach sees one of his football players passing a very small plastic bag containing white powder to another player in the locker room. The two do not see the coach. Suddenly, the words of a student who had not made the football squad came to his mind. "Coach, you would be surprised to know who is on drugs in this school." He had dismissed the comment from his mind. Now, he wondered if the boy had meant to warn him about some of his players.

The boy passing the envelope is the star quarterback; the recipient is the fullback and captain of the team. The championship game is to be played in one week. The whole town and school is crazy with football fever. The hopes of the team winning rest squarely on the quarterback and the fullback; without them, there is no hope of gaining the championship.

There is a rule at the school that anyone caught using, selling, or possessing any form of illegal drug will be suspended. The coach has always gone by the rules and has encouraged his players to follow his example.

4. Camp Dilemma

At summer camp, many of the teens smoke without their parents' knowledge, even though the camp forbids smoking. One day, three girls are sitting behind their cabin while the rest of the girls are inside resting. Susan, a very shy girl, sits with the other two because she really likes the girls, and wants very much to be liked by them. The other girls start smoking and offer Susan a cigarette. Susan has never smoked before. She doesn't like to break camp rules, and she also feels that smoking is harmful to one's health, but she knows these girls will reject her and even laugh at her if she refuses to smoke.

5. Dating and Drinking

Georgia and Pearl have just turned 16 and are now allowed to go out on dates. They have been asked out by two older boys, both 19, whom they met at a dance. The girls expect that they will go to a movie and afterwards for a pizza and Coke. But, after the movie, one of the guys suggests going to a party at a friend's house where, the boy mentions, there will be wine and beer. Both Georgia and Pearl were strictly warned by their mother to stay away from drinking and to demand that the boys bring them home if drinking is suggested. Not wanting to appear babyish, however, and ruin their chances for another date, the girls agree to go.

Once at the party, Georgia and Pearl find that they are really enjoying themselves. They start to drink and soon lose the fear of their mother finding out. Upon leaving the party, the boys are quite drunk. Pearl's date is driving and begins to play games with other vehicles - passing carelessly and following too closely. Suddenly, headlights appear directly in front of them and it's too

late to react. They smash the car. Although no one is seriously hurt, they of course must now tell their mothers.

6. Drug Search

Henry and John have been best friends since elementary school. If you wanted to fight with one of them, you'd better be prepared to take on the other one too. Both Henry and John have been experimenting with a lot of drugs, but in the past year Henry has become a heavy user and has been "busted" several times. Once more and he will be sent to jail for at least ten years. Henry knows a narc when he sees one, and one day as Henry and John are walking home from the recreation center Henry spots a narc approaching them from across the street. The narcs also know Henry pretty well, and they're sure to search him whenever they see him. There's also been a rumor that lately quite a bit of heroin has been passed around at school.

Today's the worst possible day, thought Henry. A new shipment just came in and he's loaded with it. If he gets searched, he's had it. They'd never suspect John. He's never been in trouble. In less than a minute they'll be face to face with the narc. Henry asks John to quickly take his stuff and hold it until they are safely home.

John, valuing his longtime friendship with Henry, hates to refuse. If, by chance, they should both be searched it would mean trouble for him. While John values his friendship with Henry, he also values his freedom and his clean record. John refuses to become involved in any way in this entanglement with the law.

job openings

PURPOSE: To become aware of personal values.

MATERIALS: Chalkboard and chalk or flipchart and markers; a list of applicants.

INSTRUCTIONS: Participants must place people who need jobs. There are nine applications for one job opening. All of these people want and need the job. Members must decide who should get the job by rank ordering the following list of candidates. This can be done either individually or as a group. The best applicant receives a rank of 10 and so on down to one.

LIST OF APPLICANTS

1. An ex-convict trying to go straight. He has been out of prison for over a year and has stayed out of trouble. He has held several jobs during this time, but was fired each time when his bosses found out he spent time in prison. He is becoming frustrated, discouraged,

- and angry.
2. A 24-year-old Vietnam veteran who was awarded several medals for bravery. He has a low-paying part-time job now, but is highly qualified for this job.
 3. A woman whose husband recently died. She has four young children, ages one to six, whom she now must support. She will be getting \$200 a month from insurance, but this is not enough to live on.
 4. A 60-year-old man who needs this as a second job. His wife has been in the hospital for several months. To continue her treatments, which are expected to continue for seven more months, he needs this job.
 5. A former dope addict who has kept away from drugs for eleven months. He is a very serious young man who is determined to do well. He has had trouble finding jobs because of his former addiction, and his psychologist and priest say there is a strong possibility he will return to drugs if he is not employed soon.
 6. A highly intelligent black man who lives in a slum. He needs the job to continue his college education and to help support his brothers and sisters. He wants to become a doctor and help the poor in his neighborhood.
 7. A young woman who left her parent's home to try to make it on her own. She has a strong interest in this type of work, and is the best qualified of all the applicants.
 8. A recent immigrant to this country who is the father of four. His knowledge of English is poor, and this will probably slow him down on the job at first. But he is a clever and confident person who learns quickly.
 9. A physically handicapped person who is looking for a chance to prove himself. He possesses a great deal of determination and courage. His handicap will hurt his performance on the job somewhat.

DISCUSSION:

Why was that person chosen over the others?

What personal, or group, values does the choice indicate?

juggling objectives

PURPOSE: To use objectives in making decisions.

MATERIALS: Sheets of paper, pencils.

INSTRUCTIONS: Having clear objectives can help you make better decisions. Below are listed some objectives that a job-hunter might have. Check two of these objectives that you consider important. Then, from among the jobs listed below, select the one job that is most likely to achieve both objectives.

Objectives:

1. To earn at least \$20,000 a year
2. To live in my home state

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3. To own my own business
4. To work outdoors
5. To be respected by others
6. (Write your own)

Job Choices:

1. An executive with stock in a successful oil firm in Dallas
2. A teacher in the local state university
3. Owner of a restaurant
4. Car salesman
5. Forest ranger
6. Pilot
7. Policeman or policewoman
8. Photographer
9. Lawyer
10. Banker

relating values to objectives

PURPOSE: To learn to set objectives using values.

MATERIALS: Paper, pencils.

INSTRUCTIONS: Have members write an objective that would relate to each of three values. Explain that objectives must have a when and what. (See I WANT TO activity, page C-53 for rules for good objectives.)

For groups that have completed a values activity: Have each member list a few personal values they uncovered in the values activity.

For members who have not participated in a values activity: Have participants list a few of their personal values - you may need to give them some examples (e.g., the good opinion of others, prestige and recognition, immediate pleasure, family, money good health, helping others, religious beliefs, responsibility, honesty, creativity, education).

DISCUSSION:

How did the values affect the objective?

What future effect might the ability to relate objectives to values have?

your want list

PURPOSE: To develop a list of outcomes.

MATERIALS: Chalkboard and chalk, flipchart and markers or 5x8 index cards (1/response) to tape to the wall, pencils.

INSTRUCTIONS: This activity can be used during roll call, but will probably get more and better answers if done as a group activity.

Tell the members you want them to share what they want from (name a category).

What do you want from:

- a friendship?
- a project (in school, 4-H, Scouts, etc.)
- membership in an organization?
- your summer job?
- a community project?
- _____ (name your own category).

Have them think about the three questions:

1. What do you want to achieve?
2. What do you want to avoid?
3. What do you want to preserve?

You may want to cover the questions one at a time. Each question should generate a list of "answers." These answers are the "want list" or criteria. In each decision, there should be a list of needs to be considered when making a decision.

If you wish to carry this a step further, see RANKING YOUR WANT LIST activity, page C-65.

DISCUSSION:

Do you feel thinking about what you want from a decision makes for a better decision? Why?

the most important thing

(10-12 minutes)

PURPOSE: To learn to set priorities.

MATERIALS: 10 3x5 cards (or slips of paper) per person, pencils.

INSTRUCTIONS: Pass out 10 3x5 cards or slips of paper to each participant. Have them write the 10 most valuable things in their life. This can be qualities, people, possessions, etc. Have them write one thing per card. Allow several minutes.

Now tell participants that circumstances in their lives have suddenly changed and they have to give up one card (thing). Which one can they give up first?

Have them take that card from the pile and write a "1" on it and put it in a separate pile. Then have them give up another card and number it "2." Continue down to "10," the most important thing in their life. If taken seriously, this activity can be very difficult but very rewarding.

When completed, explain that members have now made a personal priorities list.

DISCUSSION:

Was it difficult to "give up" your most important things? Why?

Was it difficult to decide which one was most important? Why?

Do you think there are times when setting priorities would help you make a difficult decision?

ranking your want list

PURPOSE: To learn to set priorities.

MATERIALS: Want lists; index cards or chalkboard and chalk or flipchart and markers.

INSTRUCTIONS: You will need to develop a "want list" with the group. (See JUGGLING OBJECTIVES activity, page C-62.) Explain that, since it isn't always possible to have everything you want, members will be choosing which items on the list are most important, and which, the least.

Have the members give the most important "wants" a "10," decreasing to the least important items receiving a "1."

DISCUSSION:

Was it hard to decide what was most important?

Can you give examples when setting priorities might be important?

job openings 2

PURPOSE: To learn to set priorities.

MATERIALS: See RANKING activity, page C-55; and JOB OPENINGS activity (for list of applicants), page C-61.

INSTRUCTIONS: Participants are in a position of placing people who need jobs. There are nine applications for one job opening. All of these people want and need the job. Members must rank order the described list of candidates. (See RANKING activity, page C-55 for list of applicants.) "10" will be the rank of the best applicant.

DISCUSSION:

In what circumstances would you like to set some priorities?

How does setting priorities make decision-making easier?

renewing your viewing

PURPOSE: To experience how the brain may sometimes stop exploration of possibilities by setting artificial limits.

MATERIALS: Paper and pencils.

INSTRUCTIONS: Talk about optical illusions and how the mind can set up artificial boundaries. If you can use some examples or have the group suggest some, all the better.

Read the following story to the group:

One day there was a serious accident. The man who was driving was killed instantly. His son was rushed to the nearest hospital for emergency treatment.

The surgeon walked into the operating room, took one look at the boy and said, "I can't operate on this child -- he is my son!"

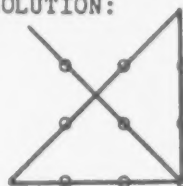
How is this possible? (Solution: The surgeon is the boy's mother.)

Now ask the group to try another problem. This one is written. Draw nine dots on a piece of paper. Now, without lifting your pencil, draw through all of the nine dots using only four straight lines.

DOT PUZZLE:



SOLUTION:



DISCUSSION:

Where do you get your preconceived ideas?

What barriers stopped you from seeing the problem?

How do they get in the way of solving problems?

What is a good way to get around this?

building a better bathtub

(or anything else your group may choose)

PURPOSE: To think about lots of alternatives, to experience the fun and creative power of brainstorming.

MATERIALS: Flipchart and markers or chalkboard and chalk.

INSTRUCTIONS: Tell the group they will brainstorm for five minutes on the subject "How could we design a better bathtub for more enjoyment, efficiency, comfort?"

Have someone (or yourself) jot down ideas as they are called out. Tell the members you want them to follow these rules:

Don't make judgments.

Be original, different, crazy.

Try for a vast number of ideas.

Expand/elaborate on ideas.

DISCUSSION:

Are many heads better than one?

How would this relate to making decisions?

How could this technique be used in other situations?

alternatives

PURPOSE: To understand the needs for gathering information before making decisions.

MATERIALS: ALTERNATIVES Worksheets (see xerox master, page D-49); pencils.

INSTRUCTIONS: This activity can be done individually or as a group.

Read the situations on the worksheets. Read the given values and objectives. Have members list alternatives and information (see worksheet).

DISCUSSION:

What did you learn about gathering information about alternatives?
Did you get any new ideas when everyone shared their results?

step right up...

PURPOSE: To increase awareness of tricks used in advertisements, to increase abilities in information gathering.

MATERIALS: Paper and pencils.

INSTRUCTIONS: Have the group list ways products are advertised by using certain techniques like "bandwagon," "popularity," "sexual attractiveness," etc.

This activity may be followed up by having members bring in examples from newspapers and magazines and putting together a (or several small group) collage.

DISCUSSION:

Are advertisements good sources of information?
How can we make sure information we get is correct?
Can you think of ways to sell "responsible drinking" or non-smoking?

getting it together

PURPOSE: To find information sources.

MATERIALS: GETTING IT TOGETHER Worksheets (xerox master, page D-50); pencils.

INSTRUCTIONS: Pass out worksheets and explain that members should choose their first, second, third choices from the list for making a decision.

Go around the group and score the number of choices for each source.

DISCUSSION:

Why did you choose the sources as you did?

Why did the group as a whole choose their resources?

acceptable or unacceptable

PURPOSE: To determine the acceptability of alternatives.

MATERIALS: ACCEPTABLE OR UNACCEPTABLE Worksheet (xerox master, page D-51); pencils.

INSTRUCTIONS: Pass out worksheets and read through the directions. When everyone has had 10 minutes to work through situations, ask discussion questions.

DISCUSSION: Ask members to share their alternatives.

What makes an alternative unacceptable to you?

Do all your friends feel the same way?

Why would an alternative be unacceptable to one person and acceptable to another?

dilemmas

PURPOSE: To develop alternatives.

MATERIALS: Dilemmas from VALUES DILEMMA activity, page C-59; flipchart and markers or chalkboard and chalk.

INSTRUCTIONS: Read a dilemma out loud. Have members list all possible alternatives on the chalkboard or flipchart (big news print). List as many ideas as possible.

Then go through and discuss which alternatives are acceptable and which are unacceptable.

DISCUSSION:

Under what conditions would the situation change (unacceptable become acceptable and vice versa)?

What makes an alternative acceptable?

risks

PURPOSE: To learn about risks.

MATERIALS: Chalkboard and chalk or flipchart and markers.

INSTRUCTIONS: Have members think of as many types of risks as possible. Tell them to think of both everyday and dangerous risks. You may want to give them some samples.

DISCUSSION:

Have members discuss which are reasonable and unreasonable.

Do some risks change from unreasonable to reasonable with different circumstances or according to the people involved with them?

Come up with a definition of a reasonable risk and an unreasonable risk.

riskometer

PURPOSE: To learn about risks and the influence of peer pressure.

MATERIALS: RISKOMETER floorchart and worksheets (xerox master, page D-42); pencils/crayons; masking tape.

INSTRUCTIONS: Before you begin this activity, construct the floor RISKOMETER using a long sheet of paper, approximately 18 feet long. On the RISKOMETER mark off 1 1/2 foot sections and number them 1-10. Place the floorchart in an area where there is sufficient room for the group to stand around it. (Do this before your meeting begins.)

Pass out Riskometer worksheets (xerox master, page D-42) and pencils/crayons.

Tell the participants that they are going to play a game that will let them find out what kind of risk takers they are. They can pretend they are 12 years old or play as themselves.

Explain that the first part is like a TV game where they all have been given \$10.00 to play any way they want.

Read the choices. Tell them that, in the first row, they should play as themselves, to put an "X" in the circle they choose. When the first is "Xed," have them play again as a poor person; then a rich person.

For the second section, read the question and point out that if they were to use this activity with children they might wish to give the group the following information on alcohol. Remind them that they are now playing as teenagers.

- For a normal-sized 17 year old, 1 drink over a 2-3 hour period would probably not impair your driving ability.
- Two drinks may impair your ability depending on circumstances.
- With 3 or more drinks you could be sure your judgement and reaction time would be dangerously affected.

Read the circumstances.

After all of the questions have been answered, have the group move to the Riskometer on the floor.

Tell them this is how to "measure" what kind of risk taker they are in comparison with their friends. Explain that the numbers on their chart correspond to the numbers on the floorchart.

Reread the questions and have the participants stand around the numbers they checked. Make sure they understand that there are no right or wrong answers. There should be a lot of movement on the floor scale as you read through the questions. During the activity point out that usually one or two people end up by themselves. This can be used to discuss the feelings of being different in relationship to peer pressure.

DISCUSSION: After the first section you may ask:

Why did you change when the circumstances changed?
Would you have made a different decision if you could have seen what everyone else was doing?
If you were "different" (in the minority on a choice) how did you feel?
Summarize by making the point that different situations have different risks; choices can change if conditions change. What is right for one person isn't necessarily right for another.

linking choices with outcomes

PURPOSE: To help participants link actions with outcomes.

MATERIALS: Work chart (available from DARE office) or flipchart and pens.

INSTRUCTIONS: This activity can be used in several ways. When used as part of a series of decision-making activities, the participants simply build on one of the examples being used, e.g., what to do when you discover your child is on drugs. The group, as a whole, has brainstormed many possible alternative solutions. They look at each of these possible solutions and think of probable outcomes for each.

When done with children, present a problem that closely relates to the child's interests, e.g., pressure to copy homework, shoplift, smoke, etc. Have them brainstorm possible solutions first, then have them discuss what outcomes would happen for each solution. Record on a chart.

DISCUSSION: Ask:

Which alternative would be the best? Why?

Did it help to find a better choice by listing lots of different solutions? Why? (Point out that the best solution was not, or usually is not, the first solution that is suggested. It helps to think of as many alternatives as possible to find a good solution.)

What are some ways to find more possible solutions to a problem?
(Seeking more information from outside sources.)

troubleshooting

PURPOSE: To become aware of the need to think ahead.

MATERIALS: Copy of the gameboard "The Bite," one marker per player (coins, buttons, etc.), and one dice.

INSTRUCTIONS: Read the story, explain the object of the game (found on gameboard). Have participants study the gameboard to see which path to take before they begin the game.

DISCUSSION:

How did you decide which path to take?

Did your strategy work? Why or why not?

What were the risks in each path?

Are there risks associated with most things? Can you name some everyday decisions and their risks?

When you have to make a decision, should you look at the risks involved in your choices? Why?

Have you made any decisions in which you didn't ask yourself, "What will happen?" What happened? Would you have made a different decision if you have thought of the outcomes or risks?

THE STORY:

You are trespassing in Mr. Crotchety's forest. You have been in trouble before for being on his property and he has threatened to call the police if he finds you there again. You find a nest of baby raccoons and begin to pet them. The mother comes back and attacks you leaving you with a nasty bite.

In your science class you learned that raccoons can carry rabies and that being bitten by a rabid animal will cause death if not treated. The treatment is painful. The only way to tell if the raccoon is rabid is to catch the raccoon and have her observed.

RULES: Each person moves 1 square per turn until you come to a square that says SHAKE DICE -- then on that turn shake 1 dice and move the number of spaces indicated.

Before moving on to a decision square ☒ you must know which section you will be on before you move. That cannot be changed once the playing piece is in position.

pressures

PURPOSE: To introduce skills to avoid being pressured.

MATERIALS: WAYS TO AVOID PEER PRESSURE (xerox master, page D-53).

INSTRUCTIONS: Open a discussion of the kinds of pressures exerted on kids by their friends. Have the group give some examples.

Break up into groups of 4-5. Have the members of the group take turns being IT. Everyone in the group tries to talk IT into doing something they don't want to do. IT uses one of the ways listed on the handout to respond to the pressures.

DISCUSSION:

How did it feel to be IT?

Did it help to have a list of things to say?

Do you think you could use any of those responses if you were in the same circumstances?

If you used some of those responses to say no, could you still keep your friends?

SAMPLE ROLE PLAYS - IT is pressured to:

- * Rollerskate down the street blindfolded
- * Dive in the deep end of an isolated swimming hole (you can't swim)
- * Smoke
- * Drink or drink and drive
- * Experiment with hard drugs

ways to avoid pressures

PURPOSE: To introduce ways to avoid being pressured.

MATERIALS: WAYS TO AVOID PEER PRESSURE (xerox master, page D-53); chalkboard and chalk or flipchart and markers; paper and pencils.

INSTRUCTIONS: Explain that kids are often pressured into doing things they don't want to do. They feel they are faced with the alternatives of going along with the gang or losing their friends. We have some possible alternatives.

Hand out the sheets and give members 3 minutes to study. Then see how many things they can remember (with sheets turned over) either as a group, or as individuals. The member with the most responses wins.

Have a member record items on the chalkboard or flipchart as they are listed by other participants.

DISCUSSION:

Could you ever use these responses? When?

If you used some of those responses to say no, could you still keep your friends?

food fancy

TYPE: Decision-making and communications activity.

PURPOSE: Looking from new perspectives, awareness of prejudging and cultural biases.

MATERIALS: Bread, sandwich ingredients, knife, napkins (pick up extra for those who forget). Bring some unusual ingredients.

INSTRUCTIONS: Have everyone bring ingredients for their favorite sandwich. Have everyone bring one food item from another culture (i.e., Italian, Chinese, Indian, Korean, African, Mexican).

EAT: 1/2 sandwich made with your favorite ingredients.

TRY: 1/4 sandwich with someone else's favorite ingredients.

INVENT: 1/4 sandwich with a combination you've never tried before.

TASTE: a food you have never tried before.

DISCUSSION:

What did you try? Why?

What did you invent?

Did you use ingredients you had never tried before? Why?

What were your feelings before and after you tasted your invention?

What did you taste? Was it different than you expected?

What foods didn't you try? Why?

How do we prejudice? What other things do we prejudice? What are some of our cultural biases? How do they affect us?

battlefields

TYPE: Decision-making and communications activity.

PURPOSE: To personalize value conflicts.

MATERIALS: None

INSTRUCTIONS: Have participants think of a personal conflict they had during the year, a time they felt torn between two things that are important to them.

EXAMPLES: You feel something is wrong but still want to do it -- cut classes, members of your family want you to do conflicting things, your boss wants you to work when you are supposed to be in an important school or community event.

Have participants share their private battles with 2 other friends. See if they can find something in common. Ask for volunteers to share some of the battles. IMPORTANT -- They don't have to share what they did as a personal solution.

You can:

- Have the group brainstorm solutions and then list outcomes of each solution for a couple of the battles.
- Have the group role play the situations and different possible solutions.
- Younger students can draw symbols of their conflicts and a possible solution.

DISCUSSION: This activity should be processed to point out that everyone faces many conflicts.

In solving conflicts, making decisions about those dilemmas, looking for creative solutions can result in the best ideas. BRAINSTORMING and "I MESSAGES" may be followup activities.

Also important to learn is to think of possible results from each action. LINKING ACTIONS WITH OUTCOMES, page C-72 is another good activity.

pattern breakers

PURPOSE: To practice looking with a new perspective, discuss prejudice, stereotypes.

MATERIALS: None

INSTRUCTIONS: Have participants find people who are doing things you wouldn't normally expect that person to do, breaking a stereotype or a pattern.

EXAMPLES: Women working in a traditionally male role, men working in a traditionally female role, elderly people doing "young" things.

Have them bring back photos, brief descriptions, tell their discoveries or even write a poem!

DISCUSSION: This can be used to introduce how we get our ideas of what is possible and what is not. This can be related back to decision-making, looking with a new perspective. It can also be used to discuss prejudging and stereotypes in communication.

PROGRAMS

PREVENTION PROGRAM FOR 8-12 YEAR OLDS

Objectives:

At the completion of the workshop participants will:

- * identify peer pressure as a common experience shared by all young people.
- * be able to recognize several strategies to resist peer pressure.
- * have practiced at least three strategies to resist peer pressure.
- * be able to identify several alternative actions (choices) that can be taken in situations where peer pressure exists.
- * be able to recognize the relationship between choices (actions) and outcomes.
- * be able to recognize that risks change with circumstances.

Overview:

Research has linked an increase in knowledge of the skills presented in this program with the delay in onset of use of substances which in turn can reduce the level of use and abuse in later years.

This intervention was tested with experimental groups in a variety of sizes and types of 4-H clubs. The increase in understanding of skills was highly significant ($p < .001$) for the program objectives. It has also been used within a variety of social and cultural settings.

This program is a very full two hours. However, it is very effective with a lot of action and varied activities. The participants, almost without exception, leave feeling enthusiastic and not drained; definitely not bored.

Materials:

- * Name Tags
- * Pencils
- * Colored Markers or Dots to Color Code Name Tags for Subgroups
- * Pre and Post-Survey Instruments (xerox masters, pages D-67/72)
- * Teen Skits (page C-110)
- * Lists of Ways to Avoid Peer Pressure (xerox master, page D-53)
- * Crayons and Lunch Sacks for Puppets
- * Cards for Puppet Skits (descriptions, page C-116)
- * "Choices" Board (available from DARE Office or see instructions, page C-119).
- * Riskometer Floorboard and Riskometer Worksheets (instructions, page C-73; Worksheet xerox master, page D-42)
- * 16mm Projector, Screen, and Extension Cord/or Slide Cube/or Slide Projector and Tape Player

Order: (available from DARE Office; see order form page E-205)

- * The Clique (16mm film)
- * Turning Off: Drugs and Peer Pressure

Preparation:

In advance (1-2 months):

- * Have team meet to delegate responsibilities.
- * Schedule with youth group leader for a meeting time of two hours.
- * Order film or slide show.
- * Arrange for 16mm projector, screen, and extension cord; slide cube or 35mm projector and tape player.

In advance:

- * Make sure you have assembled all materials.
- * Meet with teens who will be acting in the skits. Allocate roles; briefly explain the skits and how to portray different ideas. Let the teens practice the skits.
- * Xerox handouts and organize materials:
 - Pre and Post-Survey Instruments
 - Lists of Ways to Avoid Peer Pressure
 - Crayons and Lunch Sacks for Puppets
 - Cards for Puppet Skits
 - Riskometer Worksheets, Riskometer Floorchart
 - Name Tags (Optional Colored Dots)
 - Copies of Skits for Teens

Organizational Clues:

1. Random subgroups:

When working with a group of 10 or more youth, split members into subgroups of 5-7 participants for small group activities. Provide a trained group leader for each subgroup.

We recommend splitting up best friends. One handy way to split up potentially disruptive "buddies" is to use name tags with different colored dots. Keep in mind that subgroups of 5-7 work best.

Hand out name tags with colored dots ordering the colors (red, blue, etc.) so that friends sitting next to each other will receive different colors.

As soon as everyone is wearing their name tag, which they fill out, have them rearrange themselves by their color group before administering the pre-survey. It is important for a group leader to be with each subgroup.

2. Group leader packets:

Group leaders should have their own packet of materials to be used in the subgroup. These should be organized ahead of time, so they can become familiar with them.

Each leader packet will include:

- * Pre and Post-Survey Instruments
- * Lists of Ways to Avoid Peer Pressure
- * Crayons and Lunch Sacks for Puppets
- * Cards for Puppet Skits
- * Riskometer Worksheets

3. Preparation for teen skits:

Arrange for several older teens to help you with the skits. Arrange a time when you can "read" through the skits with them so they understand the different emphasis and body language appropriate for each role. If no older teens are available you may select several of the more mature participants and work with them before the program or during the film presentation. The scripts are on page C-110.

4. Prize drawing:

One way to keep participants names without losing anonymity is to hold a prize drawing. It also creates excitement and encourages participation. Have participants fill out names and hand in with surveys. Draw for prizes at completion of survey. Prize suggestions include posters, mugs, books, stickers, T-shirts.

Agenda:

Allow 2-2 1/2 hours for program.

- | | |
|------------|---|
| 15 minutes | Introduction, Pre-Survey, and Drawing for Prize (optional) |
| 20 minutes | The Clique - film on peer pressure - Discussion (or Turning Off: Drugs and Peer Pressure - filmstrip on group dynamics and peer pressure) |
| 15 minutes | Teen Skits |
| 5 minutes | Rights |
| 5 minutes | "Strategies" |
| 20 minutes | Puppets |
| 15 minutes | Choices |
| 15 minutes | Riskometer |
| 15 minutes | Post-Survey |

The time allowed is approximate and should be flexible. It is important that this be used as a frame of reference so no portion of the program has to be omitted or rushed.

introduction and pre-survey

(15 minutes)

Introduce yourself and other group leaders. Let participants know they will be taking part in a program dealing with difficult situations.

Tell them you would like to start the program by having them answer a questionnaire on ways to handle pressure situations. Let them know that these are not tests and that they will be anonymous. Make sure they work by themselves. Explain that the questions have to do with how they feel.

Pass out questionnaires (pre-surveys) with attached name tags. If you wish to have a drawing for a small prize, pass out drawing slips.* (Have participants fill out name tags and then divide into color coded subgroups.) See Organizational Clues, page C-104.

If you wish to code the pre and post-surveys, use the code numbers: On the survey, in the space marked code number, have each child put their birthdate: Month/Day/Year. Example: May 5, 1972 would be 05/05/72.

Read each question out loud one time. Repeat questions if necessary. This keeps young people with different levels of reading ability working at the same speed.

You may have to explain the meaning of a few of the questions. Avoid giving them an answer when you interpret the question for them.

At the end of the survey collect questionnaires and drawing slips. Have the drawing for a prize.

Key for "The Challenge" and "What Have I Learned?":

1. opinion/no correct answer
2. opinion/no correct answer
3. yes 4. no 5. no 6. yes 7. no 8. yes 9. no 10. yes
11. no 12. yes 13. yes 14. no 15. yes 16. no 17. yes
18. yes 19. no 20. no 21. yes 22. no 23. yes 24. no

* This is a good way to keep track of participants in the program without losing the anonymity of the questionnaires.

the clique

(20 minutes)

Introduce the film by telling the groups you would like them to think about the following things as they watch the movie:

1. Do you know anybody who has ever been in a situation like Janet?
2. What could Janet do or say?

After the movie, ask the first two questions plus 3 and 4:

3. Is it easy to handle pressure from people your own age? Why or why not?
4. In what other situations could this pressure occur? What are some situations when friends pressure you?

You may or may not get a lively discussion. If not, it's okay because the group will be thinking about the questions; move on quickly.

Watch your time.

(If you use TURNING OFF: DRUGS AND PEER PRESSURE instead of the CLIQUE, use questions 3 and 4 plus any others you may wish to discuss.)

teen skits

(15 minutes)

Have subgroups return to a large group and sit on the floor or in a circle, whatever is relaxed and convenient.

Introduce the skits by telling the group that peer pressure is difficult for everyone to handle (even adults). You may want to tell a "light personal" experience.

Tell them that there are several ways to handle peer pressure. Some ways are better than others. Introduce the skits.

Now, the (make up a relevant name, e.g., the Jonestown) players are going to present a few skits that show different ways to handle some awkward situations. We want you to watch carefully and tell us which way you think works the best and why.

Have the teens act out I-A, the first skit. Ask what happened and why.

(Susan allowed the issue to change from not wanting to cut class to guilt, fear of being a chicken, and friendship. She got talked into something she didn't really want to do.)

Go to the next script, I-B.

Now let's watch another way to handle the same situation.

Teens act out script I-B.

Which worked the best? Why? What was different the second time?

Try to have the participants identify the major techniques:

Series I:

- * Susan simply repeated her refusal in a nice but firm manner several times. Repeating "no" several times is one of the best techniques.
- * Susan didn't allow herself to be made to feel guilty.
- * She also used the strategy called "recruiting a friend" when she asked Bill if he was going. Even though Bill was going to cut, she turned the attention away from herself for a moment.

Second Skit Series:

Have the teens go to the second series of skits starting with script II-A. Explain the skit.

After II-A is completed again ask what happened and why. Identify the ways that Joe failed to get what he wanted:

- He did not say no right away in a firm manner.
- He made an excuse.
- He felt guilty.
- He let his friends use friendship against him.

Have the teen players act out skit II-B. Again ask how he acted differently in this skit. The participants need to identify that:

- * Joe repeated his "no" in a firm but friendly manner several times.
- * He used another technique called "using your credit." When someone is part of a group, that group usually likes that person. They often use their friendship to pressure the person. He or she also has "credit" with them. Joe asked, "You mean to be your friend I have to do something I really don't want?" He used his friendship right back.

Have the players act out skit II-C to see a third way that pressures are often handled.

Discuss whether getting angry is a good way to deal with pressure and maintain a friendship. Ask why Joe got angry.

Point out that he was very non-assertive initially and felt backed into a corner where he had to fight his way out.

Summarize the best ways to deal with pressure from the skits.

Ask the group to name the best ways that the people in the skits used to handle the pressure. They should come up with:

- * Saying no firmly but nicely and just repeating it.
- * Not allowing themselves to feel guilty.
- * Using credit.
- * Recruiting a friend.

The rest of the issues can include

- * Delaying a decision.

SKIT IA:

For many of us, the hardest pressure to handle comes from our peers. What works when friends gang up and really pour on the pressure?

Watch Susan handle this situation.

SUSAN: Hey, what's up?

MIKE: We're waiting for you. Got a plan.

BILL: Listen, the Coliseum is having a special matinee of three space films. We're all going.

SUSAN: Great. What time do we have to be there?

MIKE: In twenty minutes, so we better make tracks.

SUSAN: Twenty minutes? You mean you're cutting? Oh, I can't, I have Chemistry and English.

BILL: Oh, come on, Susan. I don't believe you. It's not like something we do all the time. It's just this once. It won't matter.

SUSAN: I've already missed some classes. I don't dare miss this one.

TERRY: We had that big fire drill this morning, so attendance is all messed up. This is our big chance. Don't be chicken.

BILL: Yeah, don't be chicken.

SUSAN: I'm not a chicken. I just don't want to be caught cutting.

MIKE: Wow, are you something! Come on, don't be such a drag.

TERRY: You're spoiling it for all of us, Susan. If you don't come, it'll ruin the whole thing.

SUSAN: Well, I don't know. Well, all right. Just this once. I just hope I don't get caught.

SKIT IB:

Let's see what happens this time.

BILL: Listen, the Coliseum is having a special matinee of three space films. We're all going.

SUSAN: Great. What time do we have to be there?

MIKE: In twenty minutes, so we better make tracks.

SUSAN: Twenty minutes? You mean you're cutting? I don't really want to do that. I have Chemistry and English this afternoon.

BILL: Oh, come on, Susan. I don't believe you. It's not like something we do all the time. It's just this once. It won't matter.

SUSAN: It may not matter to you, but it does to me. I'm not cutting.

TERRY: We had that fire drill this morning, so attendance is all messed up. This is our big chance. Don't be chicken.

SUSAN: What are you going to do Bill?

BILL: I'm going. Come on, don't be chicken.

SUSAN: Maybe it seems like chicken to you, but I'm not going.

MIKE: Wow, are you something! Come on, don't be such a drag.

TERRY: You're spoiling it for all of us Susan. If you don't come, it'll ruin the whole thing.

SUSAN: Sorry you feel that way, I'm not going. Look, I gotta get to Chemistry. See you around.

SKIT IIA:

There are a bunch of kids over at Joe's house. His parents are gone for the afternoon.

PAULA: Hey, this afternoon's beginning to drag. We need some excitement.

BOY 1: I know. Where do your folks keep the booze, Joe?

JOE: Gee, there's not much in there.

BOY 2: So what. We're only gonna take a little.

JOE: Well, I'm not sure we should.

BOY 1: Hey, I thought we were friends. I didn't know you were such a creep.

JOE: Well, what if my folks find out?

PAULA: Boy, Joe, come on. Some kind of a friend you are!

JOE: Well, maybe just a little. But I sure hope we don't get caught.

SKIT IIB:

Here's another way of handling the same situation.

BOY 1: Where do your folks keep the booze, Joe?

JOE: Hey, that's off limits.

BOY 2: What do you mean off limits? Come on, Joe. We're only gonna take a little.

JOE: No, we can't do that.

BOY 1: I thought we were friends. I didn't know you were such a creep.

JOE: It's too bad I seem like a creep, but the liquor's off limits.

PAULA: Boy, Joe, some kind of a friend you are.

JOE: You mean to be your friend I have to do something I really don't want?

BOY 2: Ah, gee, Joe. Who cares anyway? We'll do something else.

SKIT IIC:

And still a third way of dealing with his friends.

BOY 1: Where do your folks keep the booze, Joe?

JOE: Gee, there's not much in there.

BOY 2: So what. We're only gonna take a little.

JOE: Well, I'm not sure we should.

BOY 1: Hey, I thought we were friends. I didn't know you were such a creep.

JOE: Well, what if my folks find out?

PAULA: Boy, Joe, come on. Some kind of a friend you are!

JOE: (getting angry) You guys are just a bunch of cheap moochers. All you ever want is a free handout. You can just leave and never come back!

rights

(5 minutes - optional)

Ask the group:

Why is it hard to say no to peer pressure? Are there some times when you feel you don't have the right to say no?

Pass out the cards with "RIGHTS" on them. Ask participants to read and "vote" on whether or not they think they have that "RIGHT" or not.

Tape "RIGHTS" up.

The List of Rights:

You have the right:

- * to make and refuse requests
- * to express your opinions
- * not to justify
- * to be treated fairly
- * to make your own decisions
- * to initiate conversations
- * to express appreciation
- * to express annoyance, displeasure, anger
- * to judge your own actions
- * to express affection
- * to give compliments
- * to say I don't know
- * to make mistakes

However, we must also realize that we will need to accept responsibility for exerting those rights. For example, if you make a decision, be willing to face it's outcome. If you make a request, be willing to graciously accept a refusal or expect a similar request later.

"strategies"

(5 minutes)

We've seen some ways to deal with pressure from friends. Let's summarize things to say that work under pressure. These can be used to get out of a jam and still keep your friends.

- DECIDE HOW YOU FEEL

Ask yourself if you really want to go along with the pressures or if you are being manipulated because they want control over you.

Do you want to get out from under the pressure?

- SAY NO

Saying no repeatedly, simply, and firmly is very effective.

- DON'T MAKE EXCUSES

Quoting a standard is OK, e.g., "I just don't like to smoke."

But making excuses gives others a chance to "talk around the excuse" and then you find yourself in a corner. (E.g., Joe saying, "There isn't much booze here," and his friends replying, "We'll only take a little.")

- Another technique is called USING YOUR CREDIT

When you are part of a group of friends you like them and they like you. They value you for who you are and you have a special credit with them. People often try to use that credit against "friends" if they are trying to manipulate them. You can turn it around and use the friendship to protect yourself.

You can use that credit by saying some of these things: (any unwanted behavior can be used in the blanks)

- * You mean I have to _____ to be your friend?
- * If I have to _____ to be your friend, then I don't want be your friend.
- * I like you guys and want to be around you, but not if I have to _____.
- * No, you shouldn't force me to _____ and I don't really think you want me to do something I don't want to do.
- * If you are my friends why would you want me to do something I don't want to do?

- RECRUITING A FRIEND

If you can turn to someone else in your group and see how they feel, it reduces the pressure on you. Even if they aren't agreeing with you, you have shown your strength by asking someone else:

- * Do you agree with them?
- * Do you think I should try it?
- * What do you think I should do?
- * Do you think they are right?
- * Are you going to smoke/drink?

- The next possibility is called DELAYING THE DECISION

These are some things you can say to put off making a decision:

- * Not now, maybe later.
- * I don't feel like it right now.
- * I'll tell you later.
- * Change the subject.

Delaying a decision is very good for some pressures when you want to think about a commitment. For example, you aren't sure you have time for an activity or even want to do it. It gives you some time to think of how to say no.

The disadvantage is that you will have to give the person (or people) an answer eventually.

The issue isn't solved, it is just delayed.

What times could these statements be used? Brainstorm a list of pressure situations.

Have them break into subgroups again to make people puppets.

puppets

(20 minutes)

Teens can be used very effectively as group leaders for puppet skits if the purpose and process have been explained to them.

Hand out bags and crayons and explain that they each have three minutes to make an original "people puppet." Demonstrate how the end flap of the bag can be used to make a mouth. Make your own puppets. Group leaders all need to participate by making their own puppets.

Each puppet (participant) in the group should have a turn resisting pressure from the group puppets in a situation described on one of the "skit cards." (see below)

Select a skit card. Read the situation. Appoint one participant to receive the pressure and the rest of the group to apply pressure. You may need to "model" both the applying and resisting of pressure at first.

Each "puppet" must say "no" using three different ways to avoid pressure or a simple, assertive "no" statement. They may use the WAYS TO AVOID PRESSURE lists for reminders (xerox master, page D-53).

Do not permit aggressive "no" statements and violence.

Try to limit each skit to 3 minutes.

Ask:

How could you use these? Can you think of an example of a time it would be handy to have something to say? What are your worst pressure situations?

Use the following skits (1 per card) to make your "skit cards."

SKIT A: You are with a group of girl friends at a movie. After the movie the girls all want to go for a ride with a group of boys. You know some of the boys but they have been drinking and are rowdy. You don't want to go. Your friends are pressuring you to get in the car.

SKIT B: You are a football player, and training rules are strict. A bunch of the guys invite you to an unchaperoned party. When you get there, several members of the team are breaking training by drinking. They want you to join them, but you really don't want to drink.

SKIT C: You are with some friends after school. They are smoking and laughing at you because you are not smoking.

SKIT D: You have been friends with Jody for a long time but she has one major fault. She never does her homework and often borrows yours at the last moment. The teachers have begun to suspect you (and her) of cheating. Here she comes again to borrow your science homework.

SKIT E: You are staying with your cousins for the summer. They and their friends are all a little older and very adventurous. You are all out in the country fooling around when you come to a very deep lake. They dive in the deepest part and start daring you to do the same. You aren't a very good swimmer.

SKIT F: You are in a magazine shop with a group of friends. They decide to shoplift some things for kicks. You don't want to so they call you a chicken.

SKIT G: You are with a new group of friends. They are very popular in your new school and you are trying to be accepted by them. They have decided to sneak into the school after hours and spray paint graffiti all over. They are assuming you will go along.

choices

(15 minutes)

The purpose of this activity is to:

- make participants aware that having many choices in a situation lets them make a better decision.
- help participants learn to link possible outcomes with choices in making a decision.

Recombine into a large group with informal seating arrangement.

Tell the group you want them to remember the puppet skit where Jodi wanted to borrow homework. Have them think of as many possible choices or things they could do in that situation (brainstorming technique). Be sure to include both good and bad choices as well as things they could physically do or say. Using the choices board (or a chalkboard or flipchart) record the ideas. After several suggestions, have them go to the next section.

For each "choice" have the group brainstorm possible outcomes (consequences) for the action. Record a sample of those ideas also.

When the list is complete ask:

Which choice do you think is best? Why?

Recap:

1. The more choices you can think of for a situation, the better the chances are of making a good choice or decision.
2. Try to think of what might happen if you take a certain action. Think about the consequences of your actions.

riskometer

(15 minutes)

In this activity participants will:

- see how the risk and choice can change with different circumstances.
- experience the influence of peer pressure.

Before you begin this activity, lay out the floor Riskometer (see page C-73 for RISKOMETER directions). Be sure there is sufficient room for participants to stand around the floorchart.

Break into subgroups. Pass out Riskometer worksheets and crayons or pencils.

Tell them that they are going to play a game that will let them find out what kind of risk takers they are.

Explain that the first part is like a TV game where they all have been given \$10.00 to play any way they want.

Read the choices. Tell them that, in the first row, they should play as themselves, to put an "X" in the circle they choose. When the first is "Xed," have them play again as a poor person; then a rich person.

For the second section, read the question and give the group the following information on alcohol. Remind them that they are playing as a teenager.

- * For a normal-sized 17 year old, 1 drink spread over a 2-3 hour period would probably not impair your driving ability.
- * Two drinks may impair your ability depending on circumstances.
- * With 3 or more drinks you could be sure your judgement and reaction time would be dangerously affected.

Now read the circumstances.

After all of the questions have been answered, have the group move to the Riskometer on the floor.

Tell them this is how to "measure" what kind of risk taker they are in comparison with their friends. Explain that the numbers on their chart correspond to the numbers on the floor chart.

Reread the questions and have the participants stand around the numbers they checked. Make sure they understand that there are no right or wrong answers. There should be a lot of movement as you read through the questions.

Between the first and second sections, ask:

Why did you change when the circumstances changed? Would you have made a different decision if you could have seen what everyone else was doing? If you were "different" (in the minority on a choice) how did you feel?

Discuss how it feels to be the only one making a different decision. Would you like your friends to be with you?

Summarize by making the point that different situations have different risks; choices can change if risks are carefully considered. What is right for one person isn't necessarily right for another.

post-survey

(15 minutes)

Go back to small subgroups.

Explain that you would like to see if the group feels any differently about the questions you asked in the pre-survey now that they have done these activities. So you are giving them the same survey to fill out again. Tell them you will have a little thank you prize for them when they complete the survey.

Give each child a warm fuzzy, or other small prize (sugarless gum, stickers) when they hand in their survey.

Make sure all surveys are collected along with other supplies.

STARTING SIMPLE

Suggested Program Outlines

These outlines are guides for using the activities in the manual or activity books with youth groups or classes. Obviously you will want to create the system that works best for your group. You may use one activity per meeting or class or use a series of activities all at one time. (Combine activities suggested for days 1-4, for example.)

Different activities are suggested for young (10 and under) and older (11 and over) children. Groups that have 8-18 year olds can utilize the teens to "help" younger children; or you can have two groups doing activities simultaneously.

Remember to reduce the risk for your youth; if the group is uncomfortable have them work in small groups or write out responses and share anonymously. (See GROUP LEADER SKILLS, page A-91.)

starting simple with self-esteem

Day 1 (5-10 minutes)

young children: and
older children:

HAPPINESS IS - Manual, Page C-1 or Self-Esteem Activities Booklet, Page 1.

Choose one or more of the suggestions. This can be used as a roll call.

Day 2 (5-10 minutes)

young children: and
older children:

SUCCESS SHARING - Manual, Page C-1 or Self-Esteem Activities Booklet, Page 1; or

VOTING - Manual, Page C-5 or Self-Esteem Activities Booklet, Page 5

Day 3 (15 minutes)

young children: and
older children:

IALAC - Manual, Page C-6 or Self-Esteem Activities Booklet, Page 6

The film (15 minutes), WHAT'S WRONG WITH JONATHAN? is a good supplement for younger children.

Days 4 and 5:

Now you are rolling. Pick your own activities for two more sessions.

REMEMBER: In addition to using these activities, continue to use the strategies to develop self-esteem that were covered in the workshop.

1. Provide small, achievable challenges.
2. Give lots of positive reflections.
3. Validate differences.
4. Acknowledge the negative.
5. Create a sense of belonging for each child (recruit a peer helper to notice and include the left out child).
6. Show that it is okay to be a self-esteeming person.

starting simple with communication skills

Day 1

young children: (10 minutes)

Use WORD CHAIN - Manual, Page C-23 or Communication Skills: A Guide, Page 12

older children: (15 minutes)

You can start with "ONCE MORE WITH FEELING" - Manual, Page C-23 or Communication Skills: A Guide, Page 12. Don't hesitate to add statements relevant to your group!

Day 2 (15 minutes)

young children: and
older children:

NON-LISTENERS - Manual, Page C-24 or Communication Skills: A Guide, Page 13. Follow this with a discussion of listening outlined on Manual Page B-28.

Day 3

young children: (10 minutes)

FEELINGS - Manual, Page C-26 or Communication Skills: A Guide, Page 13

older children: (15 minutes for both activities)

DOUBLE MESSAGES - Manual, Page C-27 or Communication Skills: A Guide, Page 14 and

"LOOK 'EM IN THE EYE" - Manual, Page C-32 or Communication Skills: A Guide, Page 17

Day 4

young children: (5- 10 minutes)

Use DOUBLE MESSAGES - Manual, Page C-27 or Communication Skills: A Guide, Page 14 and

FEELING WORDS - Manual, Page C-28 or Communication Skills: A Guide, Page 14

older children: (15-25 minutes for both)

"I MESSAGES" IN ROLE PLAY - Manual, Page C-28 or Communication Skills: A Guide, Page 15 and

SENDING I MESSAGES - Manual, Page C-30 or Communication Skills: A Guide, Page 16

Day 5

young children: (15 minutes)

"I MESSAGES" IN ROLE PLAY - Manual, Page C-28/C-30 or Communication Skills: A Guide, Page 15

Use scripts 1 and 4, substitute "child/parent" for "teen/parent."

older children: (25 minutes for both)

THE GOOD, THE BAD, AND THE UGLY - Manual, Page C-31 or Communication Skills: A Guide, Page 17

ROLE PLAY - Manual, Page C-33 or Communication Skills: A Guide, Page 18

Day 6

young children: (5-10 minutes)

"LOOK 'EM IN THE EYE" - Manual, Page C-32 or Communication Skills: A Guide, Page 17

older children: (10-15 minutes)

THE GOOD, THE BAD, AND THE UGLY - Manual, Page C-31 or Communications Skills: A Guide, Page 17 or use

ROLE PLAY - Manual, Page C-33 or Communication Skills: A Guide, Page 18

Day 7

young children: (15 minutes)

JELLY BEAN GAME - Manual, Page C-35 or Communication Skills: A Guide, Page 19

older children: (15-20 minutes)

HAVING IT YOUR WAY - Manual, Page C-36 or Communication Skills: A Guide, Page 19

The YOUTH INTERVENTION, Page C-101, has an effective series of communication activities.

Day 8

Choose a Role Model Activity, e.g., GROWNUPS, Manual, Page C-37.

Day 9

Choose an Advertising Activity, e.g., "YOU CAN'T FOOL ME," Manual, Page C-39.

REMEMBER: In addition to the activities, use good communication strategies with your group.

1. Use reflective listening.
2. Match your non-verbal and verbal messages.
3. Model "I messages" and assertive behavior.

starting simple with self-responsibility

Day 1 (5 minutes)

young children: and
older children

I FEEL - Manual, Page C-49

Use "I feel" statements:

"I feel happy when _____."

"I feel sad when _____."

"I feel afraid when _____."

"I feel safe when _____."

(These can be private if the children wish.)

Day 2 (10 minutes)

young children:

MIRRORS - Manual, Page C-17

older children:

KNOT KNOWING - Manual, Page C-40

Day 3 (15 minutes)

young children: and
older children:

TAKING RESPONSIBILITY - Manual, Page C-48

Day 4 (15-20 minutes)

young children: and
older children:

VILLAINS AND VICTIMS - Manual, Page B-64

Day 5 (15 minutes)

young children: and
older children:

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REMEMBER: In addition to the activities, use your self-responsibility strategies daily.

1. Help kids accept their feelings.
2. Help children take responsibility for actions.
3. Help children take responsibility for feelings.
4. Avoid the rescuing game.
5. Improve your own level of internal control.

starting simple with decision-making

Day 1 (15 minutes)

young children: and
older children:

TO DECIDE OR HANG LOOSE - Manual, Page C-51 or
Making Decisions: A Guide, Page 13

CRITICAL DECISIONS - Manual, Page C-53 or Making Decisions: A Guide, Page 14

Day 2 (15 minutes)

young children: and
older children:

NEEDS - Manual, Page C-55

I WANT TO - Manual, Page C-55 or Making Decisions: A Guide, Page 15

For younger children, you can simplify this by having them write out a "want" list without being concerned with rules for objectives.

Day 3

young children: (about 10 minutes each)

I PREFER ... STATEMENTS - Manual, Page C-57 or
Making Decisions: A Guide, Page 15

INSURANCE POLICY - Manual, Page C-60 or Making Decisions: A Guide, Page 17

older children: (about 10 minutes each)

RANKING - Manual, Page C-57 or Making Decisions: A Guide, Page 15

INSURANCE POLICY - Manual, Page C-60 or Making Decisions: A Guide, Page 17

VALUES DILEMMAS - Manual, Page C-61 or Making Decisions: A Guide, Page 18

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Day 4

young children: (10 minutes)

VALUES DILEMMAS - Manual, Page C-61 or Making Decisions: A Guide, Page 18

older children: (about 10 minutes each)

JUGGLING OBJECTIVES - Manual, Page C-64 or Making Decisions: A Guide, Page 20

YOUR WANT LIST - Manual, Page C-66 or Making Decisions: A Guide, Page 21

Day 5

young children: (10 minutes)

YOUR WANT LIST - Manual, Page C-66 or Making Decisions: A Guide, Page 21

older children: (10-15 minutes)

RANKING YOUR WANT LIST - Manual, Page C-67 or Making Decisions: A Guide, Page 22

Day 6 (10-15 minutes)

young children: and
older children:

THE MOST IMPORTANT THING - Manual, Page C-67 or Making Decisions: A Guide, Page 22

Day 7 (15 minutes for both)

young children: and
older children:

RENEWING YOUR VIEWING - Manual, Page C-68 or Making Decisions: A Guide, Page 23

BUILDING A BETTER BATHTUB - Manual, Page C-69 or Making Decisions: A Guide, Page 23

Day 8

young children: (15 minutes)

GETTING IT TOGETHER - Manual, Page C-71

older children: (10-15 minutes)

GETTING IT TOGETHER - Manual, Page C-71

ACCEPTABLE OR UNACCEPTABLE - Manual, Page C-71 or Making
Decisions: A Guide, Page 25

Day 9 (5-10 minutes)

young children: and
older children:

BATTLEFIELDS - Manual, Page C-78

REMEMBER: In addition to using the activities, use the decision-making strategies every day.

1. Relate the need for decisions to everyday activities.
2. Help kids think of personal needs they must meet with a decision, set goals.
3. Practice finding alternatives.
4. Practice finding resources.
5. Help kids set priorities.
6. Link alternatives to outcomes.
7. Troubleshoot.

DROPOUT PREVENTION PROGRAM

The following program outline was developed and tested as a workshop component of a dropout prevention program. High school students work with 8th grade students that will enter high school the following year. It can be duplicated or used as a model to develop a similar program. An evaluation component is described on page C-313.

Preparation:

If the program is going to be run within a school setting, an important first step is to gain support for the program with your school administration. Meet with the principals and assistant principals of both high school and junior highs or middle schools. Outline the proposed idea of involving high school students to work with junior high students as a preparation to entering high school. The program should be formatted in a high energy, positive manner designed to address issues that lead to school dropouts.

This program can also have a high impact when implemented through youth organizations or church groups.

Identify a group of high school students that would like to participate in a series of skits and activities with younger children (8th or 9th graders depending on the school system). These teens may be members of an existing group or selected from several organizations. (This program was tested using members of an existing after-school dance organization, with a few selected from outside the group.)

At the first meeting of the student group, include a brainstorming session that allows the students to voice their ideas on the reasons students drop out of school, what actions they feel would have an influence on them personally or on their friends to prevent dropping out of school, what new actions or programs would help prevent new students from dropping out.

Although the input will vary from group to group, you may get a list that is similar to the examples below (a partial list from the pilot group):

New students feel that the teachers aren't supportive.
They don't know how to handle the new freedoms.
They are really pressured to cut classes to fit in with new friends.
They get behind and can't catch up.
They are afraid and don't belong to any groups.
They don't know where to go for help.
They don't see any value in the classes they are taking or the importance of finishing high school.
They don't feel confident or good about themselves.

They want to earn money immediately instead of attending classes.
They get pregnant, or spaced out on alcohol and drugs.

Have an additional meeting with school administrators to determine their objectives for the proposed dropout program. For example, to help students to:

- Understand the importance and necessity of having long range academic goals.
- Acquire understanding and preparation for the emotional challenges they will face.
- Understand the support systems available within the school systems.
- Understand the expectations they will face in high school and to practice decision-making for those expectations.
- Have an improved self-concept.

Combining the ideas of the school administrators and the high school students, outline objectives for the project.

Objectives:

Through a series of entertaining skits and followup workshops high school students will introduce junior high students to the following concepts:

- Changes in attitude and expectations will occur in high school (e.g., they will be expected to accept more responsibility for their own actions and decisions; less monitoring and followup by the teachers does not imply less personal interest but the assumption of a more adult role).
- Setting long range academic goals affects your ultimate success in the working world, makes you feel better about self.
- Confrontation with a variety of peer pressure situations is a daily occurrence, it is the best strategy to learn to think for yourself after deciding on some personal priorities.
- The school has a variety of support systems, both for academic and social interests. School is more rewarding and less frightening if you use these systems (e.g., school counselors, special interest clubs, and sports).
- Cutting class leads to dropping out which negatively affects future options.

The Program:

Junior high students are gathered into a large assembly for the entertainment and skits and then divided into small groups (classrooms) for the activities and special programs.

General Assembly Skits

introduction

A presurvey can be optionally given here. Refer to the evaluation, page C-313.

The assembly is explained as a way to welcome the junior high or middle school students to high school and help them prepare for what they will encounter.

Popular entertainment is a good way to raise enthusiasm (e.g., performances by two different, popular high school dance and/or music groups).

Participants and actors can be introduced.

skits

(The skits are designed to be short, like TV advertisements.)

Skit 1: First Day

Purpose: To introduce the idea of a completely new and different setting, many people with many different interests and lifestyles all have a place.

Scene: Lobby of the high school on the first day of classes, early in the morning. Background music is "New Kid in Town." To begin the skit, a student actor carries a big placard across the stage - "Skit 1 - First Day." The new ninth grader arrives in the lobby entrance, alone, with a sense of excitement, anticipation, and slightly awed by the size.

Gradually students begin to arrive, dressed differently, some older and more mature, a true cross-section. (Students wear signs describing who they are, e.g., punker, jock, school leader, etc.) All the students mingle together well, they divide into groups, seem to know each other, to belong, blend together well. The ninth grader observes this scene and follows the action as described by the narrator. The action is frozen by a bell.

Script: Action is carried out silently with background music. The narrator describes the scene:

"Hello, my name is _____. I am a _____ grader at _____ High and I am one of your escorts for this special look at the daily life and challenges for students at _____. Georgette, a ninth grader, has just arrived for her first day of school. She is standing in the main lobby. She is alone because she has gotten here early. As she looks around she feels excited, nervous, and a little awed by the size of the school! (pause) Gradually students begin to arrive, each is dressed differently. There is such a variety of people here; some older looking, others strangely dressed. You'll meet an amazing mixture of people at _____. Georgette thinks, everyone seems to recognize and know each other, they all seem to belong, to fit in. She checks out the scene - the athlete, the rocker, the punker, potential dropout, cheerleader, studious type, dancer, preppie. As Georgette watches the scene she wonders, 'How will I ever fit in?' She is wondering what her new role will be like and what her new friends will be like, if she will ever really belong."

(Short Pause)

"Fitting in, being accepted, is a big challenge for ninth graders. There will be many influences on you, from many groups. How will you deal with them? What kind of friends are important to you? What would you be willing to do to be accepted? Are you willing to give up some of your own opinions to be part of a group? Checking out different groups before really becoming involved with one can help you to choose the kind of friends you think are best for you. You may find your old friends from junior high (middle school) don't really have the same interests that you have anymore. Having different kinds of friends can make your high school days a lot more interesting. Joining school organizations and activities is one way to meet different types of people."

Draw the curtain or have an actor cross the stage with "The End" sign.

Skit 2: Choosing Classes - Making Decisions about Your Future

Purpose: To emphasize the importance of using the career guidance resources - a decision on the types of careers you would like in the future is very important to deciding what classes you take now. Classes need to be taken with a purpose and not simply because they are easy or because friends are in that class.

Scene: The scene is set in the hall in front of the counselor's office. Background music is "Girls Just Want to Have Fun." One of the actors crosses the stage with a placard: "Skit 2: Choosing Classes." A group

of students are huddled with their course schedules in hand, they are noisily trying to get classes together, easy classes so they won't have to study. The new student walks up and they try to convince her to sign up for the "fun and easy" schedule with them. Another friend is seriously studying the schedule having just come out of the counselor's office. The large group leaves and the new student notices her friend seriously working on her schedule. She walks over and asks her friend what she is taking.

Script: Narrator describes the scene: "A group of students are gathered around the counselor's office. They want to make some changes in next year's schedule so they can be together in more classes."
(pause)

The noisy group of students can adlib lines. "Let's take _____, it's easy, no homework. Don't take that class, Mr. _____ makes you work. What do we need _____ for anyway? Take _____, I'm going to. What are you taking?" Then they turn and pressure the new student to take the same easy, fun classes. They criticize some of her more serious choices: "You won't have time for any fun if you take those. Those classes are boring. What are you, some kind of a hot shot? You want to be with us, don't you?"

Narrator: "Georgette listens to her friends and wants to be included. She agrees to change some of her classes. But when everyone leaves, Georgette looks at her schedule and is bewildered. These classes don't sound so great, how will I ever get a job after high school? Then Georgette notices April seriously studying her schedule and goes over to ask her what she is taking. April has her classes arranged well to prepare her for a career as an artist." (or use any career choice)

Georgette: "What classes are you taking?"

April: "Classes to help me become an artist."

Georgette: "An artist, that sounds like fun!"

April: "What are you going to be?"

Georgette turns to the audience and gestures, "I don't know." April leaves and Georgette looks dubiously after her and says, "I guess I don't want to waste my time either, I think I will get some advice too" as she walks into the counselor's office.

Narrator comments after everyone has left the stage: "And, what are you going to be? It can be fun to be in classes with friends but sometimes a person has to decide what they want to do and what is best for them! It is hard to decide, sometimes whether we should really go ahead and take the classes we know will do the most good. We want to be with our friends, sometimes we are afraid we might not do well in certain classes, or we simply don't know what career we really want, let alone what classes we need to take. Of course we can make the choice of having all fun and no work. It is our own personal decision, but where does it lead us? Remember that _____ High has counselors to help with those tough decisions."

Skit 3: Teacher, Teacher - Adjusting to New Teacher Attitudes and Expectations

Purpose: To make students aware of the increased level of responsibility they will be expected to assume as they enter high school - for attending classes, making up work, deciding what they want to join, and their grades. To emphasize that teachers are not uncaring, but that there are basic attitude differences, expectations, and procedures between middle school or junior high teachers and high school teachers.

Scene: The scene takes place in the hallway of the high school with background music, "Teacher, Teacher." An actor crosses the stage with a placard: "Skit 3: Teacher, Teacher."

Two students walk on stage with books, front corner opposite the narrator, and stand talking. One girl exclaims how much trouble she is having making up a test. They then reflect on how their junior high teachers used to find them and schedule makeup tests. They "flashback" to two other actors who act out a junior high teacher fondly coming up to a student and making it very easy to arrange makeup work. The scene flashes back to the present. The friend says to the student, "Yes, but now it is up to you," and walks away. The student searches out the teacher.

Script:

Laura: "I have to make up my science test and can't find Mr. C. Do you remember how easy it was to make up a test in middle school?" (The two students turn and watch the flashback scene in the middle of the stage. A spotlight will help emphasize action.)

Narrator describes the scene. "Laura and Antoinette think back to middle school days and how easy it was to find and talk to teachers." (Pause - Lena and April enter center stage and pantomime narration, act friendly.)

Narrator: "Good Old Mrs. B., she would catch me after class and remind me to make up a math test. Oh sure I'd say, but not today. I have an eye exam. How about tomorrow before school? There was never a problem." (Lena and April exit.)

(Spotlight returns to Laura and Antoinette.)

Antoinette (coming back to the present): "This isn't middle school, Laura. It's your responsibility now to make up that science test and you need to do it soon!"

Laura sees Mr. C. and follows him saying, "Mr. C., Mr. C., when can I make up my science test?"

Mr. C.: "Make up tests are on Tuesday at 2:30. Will I see you there?"

Laura: "But I have cheerleading* on Tuesday at 2:30."

* (Or substitute any activity.)

Mr. C. responds: "Well, you will have to decide which is more important. See you later."

Narrator: "Junior high teachers sometimes help to keep track of things we needed to do to complete our work. In high school, students find they have to remember to complete their work and also make arrangements to make up work. In junior high your attendance was closely monitored. In high school you may find yourself tempted to miss classes because no one seems to notice. Of course it is your choice, but it is really hard to make up the classes and the work. The further behind you get the harder it gets. Remember it is your responsibility to attend classes, to make up work, to get special help if you need it, and most of all to decide what is important to you.

High school is really fun with all the new responsibilities. It is part of growing up and taking charge of your own life but to be successful you have to be willing to jump in and do it."

Skit 4: Cutting Classes - Time to Decide

Purpose: To introduce the options in a situation where it would be more fun to cut class than to attend. To provide a lead-in for the small group activities that follow. Actor crosses stage with placard reading "Skit 4: Cutting Classes."

Scene: A group of friends are sitting outside of the school after lunch. It is a beautiful day. The students are enjoying the weather and talking about how hard it will be to go back inside for class. Background music is "Girls Just Want to Have Fun." Another group of friends come along and say, "Let's go to _____ (any local hangout)." The original group decides to go except for the new student. She is trying to decide what to do.

Script:

Narrator: "Everyone is sitting around outside after lunch. It is a beautiful day. Two ninth graders are really enjoying the sun and talking about how hard it will be to go back inside to class." (Pause, actors talk about sun and not wanting to go back inside.) "They notice several groups are 'cutting out.'" (Pause, some actors get up and leave.) "Some older kids they like a lot come along." (More actors enter.)

April: Hey, we're going to _____. Come with us."

Lena (one of the ninth graders) says: "Yeah, let's go."

Georgette (the other ninth grader) says: "But I have English next period."

Leti: "So cut it."

Georgette: "What if I get in trouble?"

April: "You won't get in trouble, it's your first time!"

Leti: "Yeah and Charles is coming along!"

Georgette: "I'm not sure I should."

April: "I thought you were one of us."

(Bell - freeze)

Narrator: "Another choice! How can Georgette decide what's best for her? What choices does she have? What could happen for each choice? How can she express what she wants and keep her friends' respect."

(Actor crosses the stage with "The End" sign.)

A narrator explains that activities in the following workshops will explore the questions raised in the skits.

Use a variety of narrators.

Small Group Workshops/ Followup Activities

These workshops and activities last 1 1/2 to 2 hours. Each group should have an adult group leader, at least one teen trained in DARE basics, and several of the actors, dancers, or musicians that were in the performances. Discussion includes decision-making and self-responsibility and should emphasize personal experiences of the students and how those were handled. Open discussion and questions should be encouraged.

introduction

Have the teens ask if there are any questions/observations from the skits? If the 8th graders want to ask the high school students any questions make time at this point and during the rest of the workshop.

Summarize: The activities discuss the same issues that were presented in the skits, e.g., how to choose friends, classes, whether or not to cut classes. Emphasize that students will have to take more responsibility and decide what is best for themselves. Questions to think about and discuss will include:

- What friends will be fun and also good for you?
- What kinds of careers are available, what would you enjoy, and what could you do well?
- How can you relate to teachers?

Emphasize that some students feel overwhelmed as ninth graders, do not ask for help, and end up dropping out of school. That's not the best alternative. High school diplomas are important in today's competitive job market.

activity 1 - riskometer

(See page C-73 for game instructions. Use the special dropout worksheet, page D-75.)

This activity is used before the actual role play and discussion of the skits to "warm up" the students so they will participate more freely.

Questions for discussion:

- How many of you would change your mind now that you see what everyone else chose? (People have different values. When situations change, so do our actions.)
- Do your friends decisions influence you? Why or why not?

activity 2 - role play

Purpose: To followup on Skit 4, to let students see and discuss the different options available, what their outcomes would be, to lead into some decision-making and goal setting activities.

Procedure: Have several students volunteer to recreate the fourth skit. When you get to the point where the freshman has to make a decision, have them brainstorm the things she could do. Develop a list on the board. Discuss what the outcomes of each choice could be. It can also lead into a discussion of peer pressure resistance skills if so desired.

Discussion: How do you make decisions? What are the necessary steps? Cover the following four steps (also see B-69 to B-85 for more background):

1. Decide if a decision needs to be made. Define the problem.
2. Decide what you want as a result. Set priorities.
3. Look at the options. Troubleshoot. What outcomes are possible with each option?
4. Choose and troubleshoot again.

Have your group decide what they think is best.

If the group is enthusiastic, also go through a career-making decision as another example of using the technique.

activity 3 - the most important thing

(See page C-67.)

activity 4 - goal line strategy or control auction or who or what

Choose one or more of these followup activities as time permits:

goal line strategy

Purpose: To help students identify at least one short term goal and one long term goal.

Materials: Goal Line Strategy Handout, page D-76.

Instructions: Tell students that you want to 1) discuss the importance of goal setting and 2) differentiate between long term and short term goals. Ask students to define the word goal. According to Webster's Dictionary, a goal is "an object or an end that one strives to attain." For example, one might have as a goal to save \$50 over the next 3 months; this would be a short term goal. A long term goal might be to save \$50,000 by the time you retire. Long term goals are more often life goals. Examples include 1) career choices such as becoming a doctor, 2) educational goals such as getting a Ph.D., 3) personal goals such as getting married or traveling around the world. Ask for other examples of short term and long term goals.

Distribute the handouts and ask each student to write down a goal statement for each category:

- next week
- next month
- next year
- my life (career or personal).

Encourage students to select goals that they are reasonably sure they can reach. For each goal, ask students to write down the steps that they must take in order to accomplish the goal. Have them share their goals in small groups or ask for volunteers to share in the large group.

Tell group members that you will check with them at the end of the week and at the end of the month to review their progress. Then be sure to set aside time at the end of the week and month to do so. Discuss the following points immediately after the activity.

Discussion: Was it easy or difficult to identify goals? Do you think your goals are realistic for you? How important is it to set goals?

control auction

See Page B-55. (Handouts, pages D-32/D-35.)

who or what

Purpose: To explore influences on decision-making.

Materials: Who or What Handout, page D-77.

Instructions: Distribute the handout. Have students place checks indicating the persons or things that influence their decisions. If they want to check more than one on any item, ask them to rank them, using "1" for the most influential, "2" for the next influential, and so on. If they believe that they are not influenced by others in a particular area, they should write "no one" in the column marked "Other."

Divide students into groups of three or four to discuss their charts. Encourage them to discuss items one at a time and to give each person a chance to discuss her or his point of view. Bring the groups together to share their small group discussions.

Discussion: Are the decisions we make influenced by others? How? What are the pros and cons of being influenced by others? Who is the most influential person (friend, steady, parent, teacher, or clergy) when it comes to making important decisions? Are different people designated influential, depending on the specific decision?

Remember to allow time for the followup survey if you have given a presurvey.

Summarize by having high school students tell some personal experiences and letting the younger students ask questions.

evaluation

A research design to effectively measure the impact of this type of program is beyond the scope of this manual to outline. However, simple pre and post-survey instruments can be used to assess whether the participants changed any of their perceptions or skills.

On pages D-73/74, we have enclosed a simple instrument we used to check our pilot project. There were statistically significant changes in perceptions for the decision-making skills as measured by this instrument.

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PRE-SURVEY FOR INTRODUCTION AND SELF-ESTEEM WORKSHOP

1. List four major factors that affect kids' susceptibility to peer pressure:

Choose only one (best) answer for questions 2-3.

2. Gaining a positive self-concept:

- a. is essential to maturity.
- b. can never be reached.
- c. is a process.
- d. is something we can teach children.

3. Every time children enlarge their self-concept they:

- a. have to take a risk.
- b. won't necessarily feel good while the change is happening.
- c. will feel good after the growth has happened.
- d. a and c only.
- e. a, b, and c.

Select 1-5 correct answers on question 4.

4. Good way(s) to provide opportunities for children to expand their self-concept are:

- a. to give them equal amounts of positive and negative feedback.
- b. to provide big challenges.
- c. to value them for their individuality.
- d. to set limits.
- e. to give them a sense of belonging.

COMPOSITE OF OVERHEADS 1-4

ALCOHOL, TOBACCO, AND
DRUGS USED
BY MORE YOUNGER KIDS

PEER PRESSURE

ROLE MODELS

RESISTANT

SUSCEPTIBLE

339

D-2

SUSCEPTIBLE

- LOW FAMILY SUPPORT

NEGATIVE WORLD VIEW

NO REALISTIC GOALS

SEE NO POSITIVES IN FUTURE

LACK SELF ESTEEM

- HAVEN'T ACCEPTED

PERSONAL RESPONSIBILITY

NO OPPORTUNITY TO LEARN SKILLS IN

COMMUNICATIONS

DECISION MAKING

VALUE SYSTEM FUZZY

-

RESISTANT

● HIGH FAMILY SUPPORT

POSITIVE WORLD VIEW

FEEL FUTURE IS POSITIVE

WORKING TOWARD GOALS

● POSITIVE SELF CONCEPT

RESPONSIBLE FOR SELF

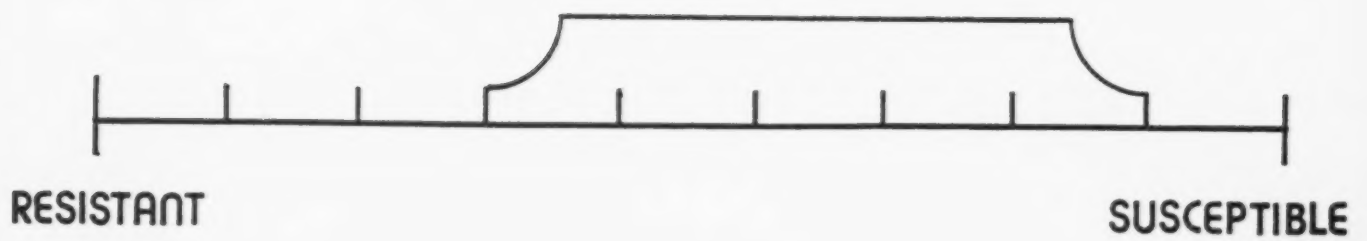
PRACTICE USING

COMMUNICATION SKILLS

DECISION MAKING SKILL

VALUES DEFINED

RESISTANCE CONTINUUM





343

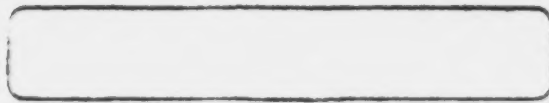
- Decision-making
Assertiveness
Responsibility
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YOU

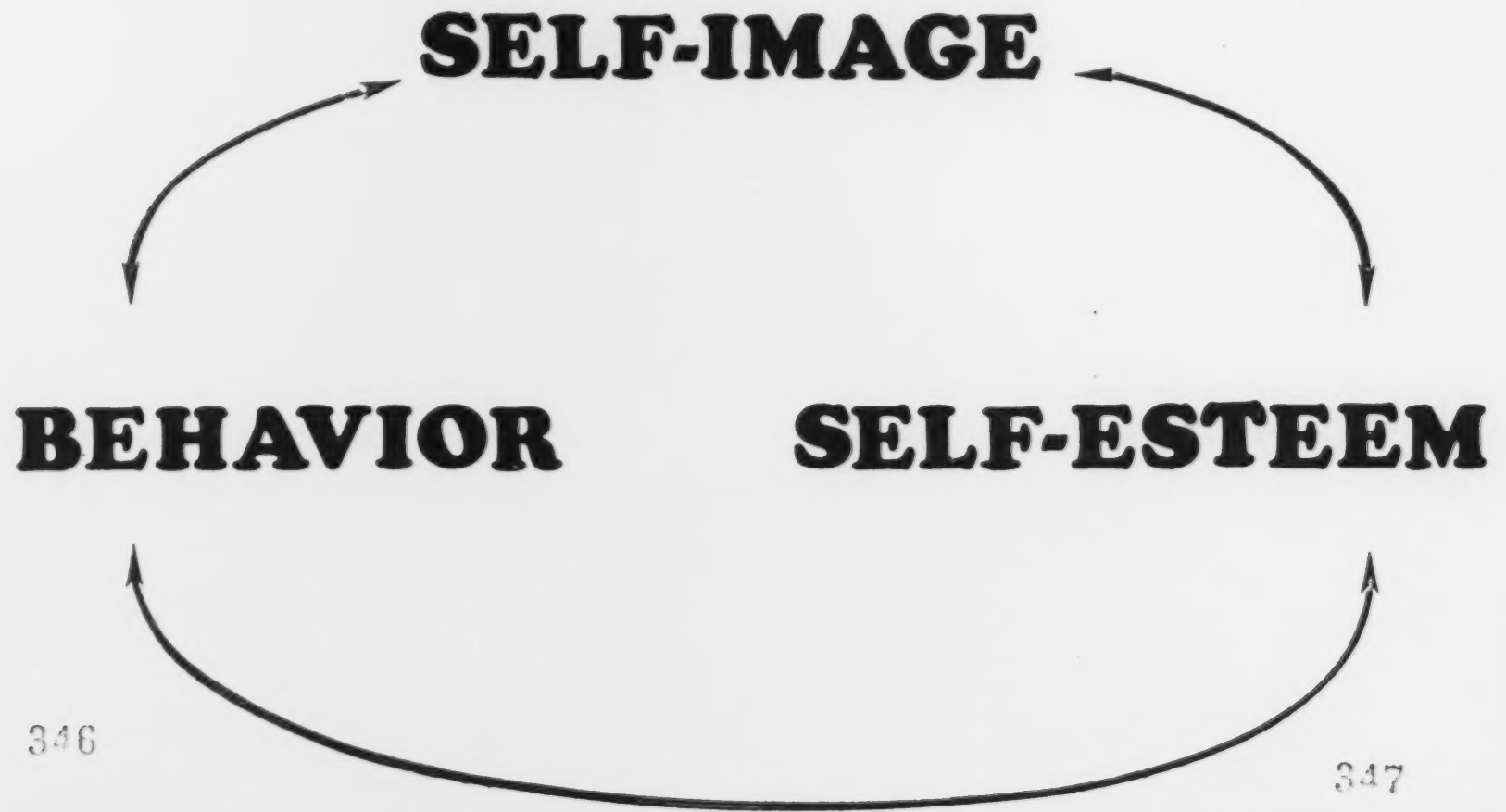
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345

SELF-CONCEPT



GREAT JOB

did a GREAT JOB

on

from



Thanks for
'Daring
to Be You'

GREAT JOB

did a GREAT JOB

on

from



Thanks for
'Daring
to Be You'

GREAT JOB

did a GREAT JOB

on

from



Thanks for
'Daring
to Be You'

GREAT JOB

did a GREAT JOB

on

from



Thanks for
'Daring
to Be You'

DARE to be You Contract

I _____
agree to use the DARE process
with _____

Date	Activity	Number of Participants
_____	_____	_____
_____	_____	_____
_____	_____	_____

Signature

POST-SURVEY FOR INTRODUCTION AND SELF-ESTEEM WORKSHOP

1. List four major factors that affect kids' susceptibility to peer pressure:

Choose only one (best) answer for questions 2-3.

2. Gaining a positive self-concept:

- a. is essential to maturity.
- b. can never be reached.
- c. is a process.
- d. is something we can teach children.

3. Every time children enlarge their self-concept they:

- a. have to take a risk.
- b. won't necessarily feel good while the change is happening.
- c. will feel good after the growth has happened.
- d. a and c only.
- e. a, b, and c.

Select 1-5 correct answers on question 4.

4. Good way(s) to provide opportunities for children to expand their self-concept are:

- a. to give them equal amounts of positive and negative feedback.
- b. to provide big challenges.
- c. to value them for their individuality.
- d. to set limits.
- e. to give them a sense of belonging.

PART II

1. What did you think of the workshop overall? _____

2. Do you feel the "DARE to be You" program, as explained, will benefit your youth organization? _____

3. What aspect of the workshop did you like best? _____

4. What aspect did you like the least? _____

5. Please rate these portions of the program with EXCELLENT, ABOVE AVERAGE, AVERAGE, BELOW AVERAGE, POOR:

Content of Program: _____

Activities: _____

Facilitators ability to communicate: _____

Packet Materials: _____
6. Any additional comments? _____

PRE-SURVEY FOR COMMUNICATION - ROLE MODEL WORKSHOP

In the following questions, you may select 0, 1, or more correct answers.

1. A good listener needs to be:
 - a. active.
 - b. passive.
 - c. thinking about what they will say next.
 - d. ready to give a good response.
2. A friend using reflective listening would:
 - a. give advice.
 - b. ask questions.
 - c. repeat the speaker's thoughts and feelings.
 - d. keep comparing the speaker's problems with personal problems.
3. Which statements are true?
 - a. People will believe, as a rule, what they see before they believe what they hear.
 - b. To communicate effectively, the signals we send with our bodies must match the signals we send with words.
 - c. To receive communication clearly, we must listen to both the words and notice the nonverbal messages.
 - d. If we receive double messages, we should use reflective listening to improve communication.
4. Which of the following statements could be classified as an "I Message?"
 - a. "I think you are incompetent."
 - b. "I am upset that my bike is broken."
 - c. "I love you."
 - d. "I'm not going to ride with you any more; you are irresponsible."
 - e. "I am angry because you didn't pick me up yesterday."
5. Which of the following statements do you feel are true?
 - a. "If I tell other people how I feel, then they have to tell me how they feel."
 - b. "If I ask for my way, people will think I am demanding or pushy."
 - c. "It is better to be quiet than to voice my opinion and be wrong."
 - d. "If I can't say something nice, I shouldn't say anything."
 - e. "I shouldn't be annoyed at my friend; real friends understand each other."
6. In the following sentences, mark the assertive responses.
 - a. Worker after supervisor gave a compliment on a good job: "It wasn't a very hard task."

- b. To an acquaintance who is late returning your car: "Joan, I'm quite annoyed at you. I told you I needed the car for an appointment at 4:00 and it is 4:30 now. I feel you are taking advantage of me."
 - c. To a store owner when trying on some clothes: "I can see why these pants are on sale; they are made poorly."
 - d. To a co-worker who keeps giving you his other work: "It's about time you do it yourself; you treat me like a slave."
 - e. To a friend: "I really enjoy your company."
7. When a friend is pressuring you to do something you don't want to do, some good strategies are to:
- a. just say no repeatedly.
 - b. do it because they are friends, but promise yourself you won't be talked into it next time.
 - c. say no and feel guilty.
 - d. if the pressure gets out of hand, terminate the conversation.
 - e. tell them you would rather not and as a friend they should respect your needs.
 - f. make an excuse.

BARRIERS TO GOOD LISTENING

SPEAKER

- Is competing with noise interference.
- Speaks in a monotone.
- Uses unfamiliar vocabulary.
- Uses emotionally laden terminology.
- Provides no opportunity for speaker/listener interactions.
- Provides no opportunity for listener involvement.
- Discounts listener feedback.
- Uses contradictory non-verbal communication.

LISTENER

- Assumes a passive role, no intent to remember.
- Thinks of something else; lets mind wander.
- Thinks of what he/she would like to say next instead of what speaker is saying.
- Is afraid or not willing to clarify speakers meaning by asking questions or repeating meaning.
- Discounts and evaluates speaker before listening to what is being said.

Therefore, what are techniques that promote good listening?

The SPEAKER should:

- Make sure he/she can be heard.
- Vary delivery, rate and tone.
- Make sure vocabulary is meaningful to listeners.
- Relate content to listeners' past experience.
- Avoid emotionally laden terms that can "turn off" the listener.
- Provide for listener involvement activities in which listeners participation will increase motivation to listen and will increase concentration. Activities also reinforce which increases knowledge retention.
- Encourage feedback from listeners - have listeners reflect back what has been said in their own words.
- Be careful not to discount any comment or question. Find out what is being said before evaluating because of what you think of the person.

A LISTENER should:

- Realize that listening requires active participation.
- Focus on what is being said, don't let mind wander.
- Anticipate what will be said and then check to see if speaker did say that.
- Mentally summarize.
- Ask for specific examples if she doesn't understand.
- Not discount speaker.
- Not evaluate what will be said before hand.
- Attempt to understand the feeling behind what is being said as well as the content of the message.
- Have an open mind and positive attitude.
- Paraphrase or restate.
- Take notes, write only key words.
- Concentrate.
- Try to overcome barriers put up by speaker.

IMPROVING LISTENING SKILLS

1. Be aware of the factors involved in listening and the potential problems. Many people are simply not aware of the skills involved in listening. Further, they have never considered the value of listening and the inefficiency likely involved. A first step to improving listening is to understand the importance of listening and the skills involved.
2. Be involved in the communication process. Before one can hope to improve as a listener, he must be involved in the situation. Certainly, there are times when other things enter our minds. However, to improve listening, we must be involved in the situation, mentally.
3. Anticipate. Since we can think faster than one can talk, it is essential that we be able to think ahead of the talker. Sometimes this is misinterpreted as meaning that we know what the speaker has to say. Such is not the case. Instead we should be thinking of what the speaker will be going to say, while constantly rechecking to see if that's what the speaker said. Perhaps the hardest part of the listening process is to review and mentally summarize the points that the speaker is making. However, that is what is involved here. Consider not only key ideas but also the supporting bits that are provided for those ideas.
4. Ask for specifics. Part of the process of anticipating and being involved is to listen for ideas. In providing checks for the ideas, we listen for evidence. When none is given, and when general statements are made without evidence, a good listener will ask for specific examples of the contention being made.
5. Withhold evaluation. Whether we are listening for understanding and recall in the spirit of active listening, or whether we are listening at the higher level of empathic listening which includes an attempt to understand feelings as well as to understand content, it is essential to withhold evaluation. As a general rule, it is not possible to approach complete understanding unless we attempt to empathize first. That means an open mind and a positive attitude.
6. Paraphrase or restate what was just said. This is the technique to use to really indicate your involvement, get specifics, indicate a withholding of judgment, and facilitate further meaningful communication. As we talk, this is also a difficult technique. Too often we react with communication bits that attempt to provide answers or indicate a defense or simply indicate an unthinking evaluation. Paraphrasing, or restating, in actuality is a sign of understanding and empathy--or at least a sign of sincere attempted understanding and empathy.
7. Take notes. In notetaking, one should not try to list everything. Listen, write key words. Your anticipation and paraphrasing will allow you to fill in the blanks. Remember that facts are not so important as ideas.
8. Concentrate. Distractions, poor speaking skills from the person initiating the communication, emotion-laden words used by the speaker, and other potential barriers to listening are easily injected into the communication situation. Concentration on the listening process is essential, using all of the above techniques.

"I Message" Practice Situations:

For Adults:

1. A new friend likes going places with you. But he is always late. You have to wait at least a half hour every time you do something together. Often you are late getting to ball games or movies. Tonight he picks you up at your house. He is 45 minutes late.
2. Your friend has just called at 11:30 p.m. You were in bed sleeping. He says, "Hi, just thought I'd call and visit for a while."
3. Your husband or wife has just treated you to a very special dinner.
4. A friend borrowed your favorite sweater. When he/she returns it, it is dirty and there's a small hole in the elbow. He/she says nothing about it and acts as though nothing has happened.

For Teens:

1. A new friend likes going places with you. But he is always late. You have to wait at least a half hour every time you do something together. Often you are late getting to ball games or movies. Tonight he picks you up at your house. He is 45 minutes late.
2. Your friend has just called at 11:30 p.m. You were in bed sleeping. He says, "Hi, just thought I'd call and visit for a while."
3. A friend has just treated you to a very special dinner.
4. A friend borrowed your favorite sweater. When he/she returns it, it is dirty and there's a small hole in the elbow. He/she says nothing about it and acts as though nothing has happened.

I BELIEVE

Many times people fail to say what they think because they believe it is inappropriate in a certain situation (and sometimes it is). Many times assertiveness would be appropriate but we may have grown up with or developed certain counterproductive beliefs. Most of us have some of these counterproductive beliefs.

This quiz will help you be more conscious of some of your ideas. If you have found yourself thinking these statements check yes. If you never find yourself thinking this way, check no.

	<u>Yes</u>	<u>No</u>
1. I should not have to compliment others, they should know how I feel about them by the way I act.	—	—
2. It is okay to tell someone I like them.	—	—
3. If I go around complimenting people they will think I want something from them.	—	—
4. I don't give compliments because most people get all flustered and embarrassed.	—	—
5. I don't deserve compliments.	—	—
6. If someone compliments me I should say something nice back.	—	—
7. If I accept a compliment people will think I am conceited.	—	—
8. I like to receive credit for a good job.	—	—
9. It is too emotional to express affection, I feel silly.	—	—
10. If I tell other people how I feel, then they have to tell me how they feel.	—	—
11. I don't have the right to impose on someone else.	—	—
12. I have the right to ask for a favor.	—	—
13. I shouldn't say anything. If I'm wrong everybody will think I am an idiot.	—	—
14. I have the right to disagree with others.	—	—
15. I have the right to get what I pay for regardless of the price.	—	—
16. I don't have the right to terminate a conversation.	—	—
17. I don't want to appear demanding or unreasonable.	—	—

- | | | |
|---|---|---|
| 18. If I stand up for my rights the other person won't like me. | — | — |
| 19. People should respect my rights (or else). | — | — |
| 20. It is such a worthy cause (reasonable request) from a good friend, it is not right to refuse. | — | — |
| 21. It is easier to grant this request than to face the other person if I don't. | — | — |
| 22. I'm not smart enough to have an opinion on that subject. | — | — |
| 23. I should not always have to explain why I am not perfect. | — | — |
| 24. If I voice my opinion and am wrong, how will I look? | — | — |
| 25. If I can't say something nice, I shouldn't say anything. | — | — |
| 26. I shouldn't be annoyed at my friend - real friends understand each other. | — | — |
| 27. If someone makes me angry they are basically bad. Bad people ought to pay for their behavior and since no one else is going to punish them, I will have to do it. | — | — |

Questions 2, 8, 12, 14, 15, 23 are positive statements of your rights. (Yes answers are good.) The other questions are examples of counterproductive beliefs. (No answers indicate you don't have those counterproductive beliefs.)

● YOU HAVE THE RIGHT:

- ⊕ TO MAKE AND REFUSE REQUESTS
- ⊕ TO EXPRESS YOUR OPINIONS
- ⊕ NOT TO JUSTIFY
- ⊕ TO BE TREATED FAIRLY
- ⊕ TO MAKE YOUR OWN DECISIONS
- ⊕ TO INITIATE CONVERSATIONS
- ⊕ TO EXPRESS APPRECIATION
- ⊕ TO EXPRESS ANNOYANCE, DISPLEASURE, ANGER
- ⊕ TO JUDGE YOUR OWN ACTIONS
- ⊕ TO EXPRESS AFFECTION
- ⊕ TO GIVE COMPLIMENTS
- ⊕ TO SAY I DON'T KNOW
- ⊕ TO MAKE MISTAKES

THE GENTLE ART OF SAYING NO

- ☐ SAY NO AND KEEP REPEATING IT
- ☐ TAKE THE OFFENSIVE
- ☐ REFUSE TO DISCUSS THE MATTER ANY FURTHER
- ☐ DO NOT BE INTIMIDATED BY VAGUE THREATS
- ☐ DO NOT ALLOW YOURSELF TO BE MADE
TO FEEL GUILTY
- ☐ ACCEPT A WORKABLE COMPROMISE

AGGRESSIVE:

- Putting oneself first in a pushy, insensitive, demanding way**
- Ignoring the other persons feelings and needs**

ASSERTIVENESS:

- Placing oneself equal to another person**
- Tuning into & standing up for our feelings & needs while being sensitive to other peoples feelings and needs**

NON-ASSERTIVE:

- Consistently putting one's
personal needs & feelings aside
to the point of being used**

SITUATION 1

1a. Come on in. Dinner's on the table.
1b. I've been waiting for an hour. I would appreciate your calling to let me know you would be late.
1c. You've got a lot of nerve coming late. That's the last time I'll invite you.

SITUATION 2

2a. Thank you.
2b. This? It's nothing special.
2c. Well ... I picked it up at a sale ... well ...

SITUATION 3

3a. You always pick movies I don't like. You only think about yourself. You're very selfish.

3b. I don't want to see that one. How about a movie over at the Plaza Theater?

3c. Well, I don't know much about the movie. But, I guess, if you want to, we can see it.

SITUATION 4

4a. Mom, I've seen you twice this week. Enough is enough. You are always bugging me. You're a pain.

4b. Sure, I'd be glad to see you tonight, but couldn't you come tomorrow?

4c. Mom, not tonight. I already have plans for the evening.

SITUATION 5

5a. I'm kind of busy. But if you can't get it done, I guess I can help you.

5b. Forget it. It's about time you do it. You treat me like your slave. You're an inconsiderate S.O.B.

5c. No, Sue/Tom, I'm not going to do any more of your work. I'm tired of doing both my work and your work.

[illegible]

PERSONAL CHART

[illegible]

POST-SURVEY FOR COMMUNICATION - ROLE MODEL WORKSHOP

In the following questions, you may select 0, 1, or more correct answers.

1. A good listener needs to be:
 - a. active.
 - b. passive.
 - c. thinking about what they will say next.
 - d. ready to give a good response.
2. A friend using reflective listening would:
 - a. give advice.
 - b. ask questions.
 - c. repeat the speaker's thoughts and feelings.
 - d. keep comparing the speaker's problems with personal problems.
3. Which statements are true?
 - a. People will believe, as a rule, what they see before they believe what they hear.
 - b. To communicate effectively, the signals we send with our bodies must match the signals we send with words.
 - c. To receive communication clearly, we must listen to both the words and notice the nonverbal messages.
 - d. If we receive double messages, we should use reflective listening to improve communication.
4. Which of the following statements could be classified as an "I Message?"
 - a. "I think you are incompetent."
 - b. "I am upset that my bike is broken."
 - c. "I love you."
 - d. "I'm not going to ride with you any more; you are irresponsible."
 - e. "I am angry because you didn't pick me up yesterday."
5. Which of the following statements do you feel are true?
 - a. "If I tell other people how I feel, then they have to tell me how they feel."
 - b. "If I ask for my way, people will think I am demanding or pushy."
 - c. "It is better to be quiet than to voice my opinion and be wrong."
 - d. "If I can't say something nice, I shouldn't say anything."
 - e. "I shouldn't be annoyed at my friend; real friends understand each other."
6. In the following sentences, mark the assertive responses.
 - a. Worker after supervisor gave a compliment on a good job: "It wasn't a very hard task."
 - b. To an acquaintance who is late returning your car: "Joan, I'm

quite annoyed at you. I told you I needed the car for an appointment at 4:00 and it is 4:30 now. I feel you are taking advantage of me."

- c. To a store owner when trying on some clothes: "I can see why these pants are on sale; they are made poorly."
 - d. To a co-worker who keeps giving you his other work: "It's about time you do it yourself; you treat me like a slave."
 - e. To a friend: "I really enjoy your company."
7. When a friend is pressuring you to do something you don't want to do, some good strategies are to:
- a. just say no repeatedly.
 - b. do it because they are friends, but promise yourself you won't be talked into it next time.
 - c. say no and feel guilty.
 - d. if the pressure gets out of hand, terminate the conversation.
 - e. tell them you would rather not and as a friend they should respect your needs.
 - f. make an excuse.

PART II

1. What did you think of the workshop overall? _____

2. Do you feel the "DARE to be You" program, as explained, will benefit your youth organization? _____

3. What aspect of the workshop did you like best? _____

4. What aspect did you like the least? _____

5. Please rate these portions of the program with EXCELLENT, ABOVE AVERAGE, AVERAGE, BELOW AVERAGE, POOR:
Content of Program: _____
Activities: _____
Facilitators ability to communicate: _____
Packet Materials: _____
6. Any additional comments? _____

PRE-SURVEY FOR SELF-RESPONSIBILITY

Select only one answer per question.

1. Self-responsibility is composed of:
 - a. learning not to be a victim.
 - b. assuming care of ones' self, e.g., employment, physical needs, etc.
 - c. taking responsibility for ones' feelings.
 - d. all of the above.
 - e. b and c only.
2. A good example of a person with internal locus of control is someone who:
 - a. holds his temper and says nothing even though he is furious.
 - b. agrees with something even though she doesn't believe it.
 - c. says "I don't want to do that."
 - d. says "I feel upset when I see your child picking on my daughter."
3. An example of external control is a child who says:
 - a. "My sister made me do that."
 - b. "I'm embarrassed that I said that to you."
 - c. "I feel hurt because you said that."
 - d. "You have to share with me."

Select all correct answers.

4. Way(s) to develop a sense of internal control include:
 - a. establishing inflexible rules.
 - b. telling children how to spend their allowances.
 - c. allowing choices and natural consequences to occur.
 - d. being open to negotiating schedules, chores.
 - e. let them do what they want.
5. List three characteristics of a person who is internally controlled.

For teens:

I WOULD LIKE TO "BUY" CONTROL OVER:

ITEM	Column I	Column II
1. WHAT I WEAR	_____	_____
2. WHO I DATE	_____	_____
3. WHO WILL BE MY BEST FRIEND	_____	_____
4. MY GRADES	_____	_____
5. WHAT I EAT AT HOME	_____	_____
6. MY CURFEW	_____	_____
7. WHEN I GET THE CAR	_____	_____
8. WHAT I CHOOSE AS A CAREER	_____	_____
9. MY RELIGIOUS BELIEFS	_____	_____
10. MY POPULARITY	_____	_____
11. WHAT MY FAMILY DOES ON VACATION	_____	_____
12. WHERE MY FAMILY LIVES	_____	_____
13. REVERSING NEGATIVE THOUGHTS OF OTHERS ABOUT ME	_____	_____
14. MY HEALTH	_____	_____
15. MY ATHLETIC ABILITY	_____	_____
16. THE LENGTH OF MY LIFE	_____	_____
17. WHERE I LIVE	_____	_____
18. WHAT SUMMER JOB I TAKE	_____	_____
19. WHAT MY LOCAL GOVERNMENT DOES	_____	_____
20. MY PHYSICAL APPEARANCE	_____	_____
21. WHAT CLOTHES I WEAR	_____	_____
22. MY INCOME	_____	_____
23. WHAT MY FRIENDS DO	_____	_____
24. MAJOR FAMILY DECISIONS	_____	_____
25. MY SCHOOL CURRICULUM	_____	_____
26. HOW I SPEND MY FREE TIME	_____	_____
27. HOW I SPEND MY MONEY	_____	_____
28. _____	_____	_____
29. _____	_____	_____
30. _____	_____	_____

For Adults:

I WOULD LIKE TO "BUY" CONTROL OVER:

ITEM	Column I	Column II
1. WHO MY CHILDREN DATE	_____	_____
2. MY CHILD'S RELIGIOUS BELIEFS	_____	_____
3. MY CHILD'S BEST FRIEND	_____	_____
4. MY CHILD'S GRADES	_____	_____
5. MY CHILD'S CURFEW	_____	_____
6. MY CHILD'S VALUES	_____	_____
7. WHAT I WEAR	_____	_____
8. MY BEST FRIEND	_____	_____
9. WHAT I EAT	_____	_____
10. WHEN I GET THE CAR	_____	_____
11. MY CAREER	_____	_____
12. MY RELIGIOUS BELIEFS	_____	_____
13. MY POPULARITY	_____	_____
14. WHAT MY FAMILY DOES ON VACATION	_____	_____
15. MY SPOUSE'S HABITS	_____	_____
16. WHERE MY FAMILY LIVES	_____	_____
17. OTHERS THOUGHTS ABOUT ME	_____	_____
18. MY HEALTH	_____	_____
19. OTHERS PREJUDICES ABOUT MY CULTURE	_____	_____
20. MY ATHLETIC ABILITY	_____	_____
21. WHAT MY LOCAL GOVERNMENT DOES	_____	_____
22. LEGISLATION CONCERNING SOME SPECIAL INTEREST OF MINE	_____	_____
23. MY PHYSICAL APPEARANCE	_____	_____
24. MY INCOME	_____	_____
25. MAJOR FAMILY DECISIONS	_____	_____
26. HOW I SPEND MY FREE TIME	_____	_____
27. HOW I SPEND MY MONEY	_____	_____
28. HOW I FEEL ABOUT MYSELF	_____	_____
29. _____	_____	_____
30. _____	_____	_____

DARE TO BE YOU

I

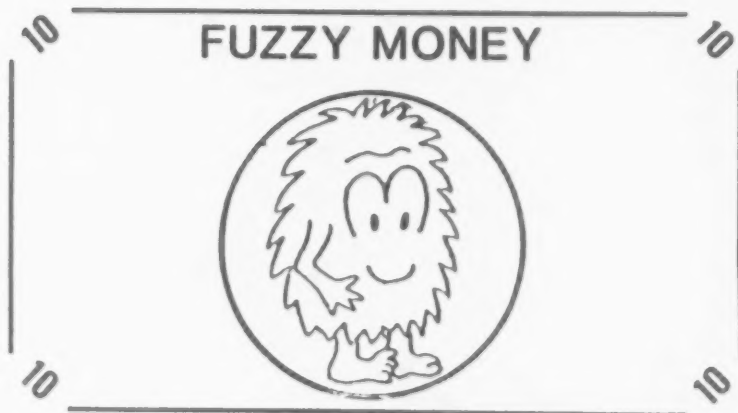
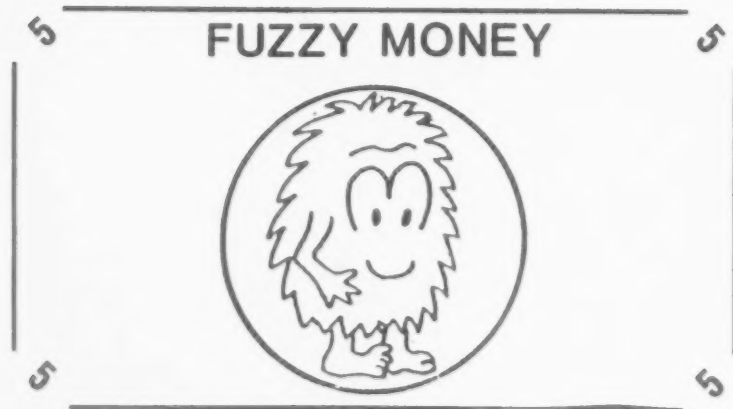
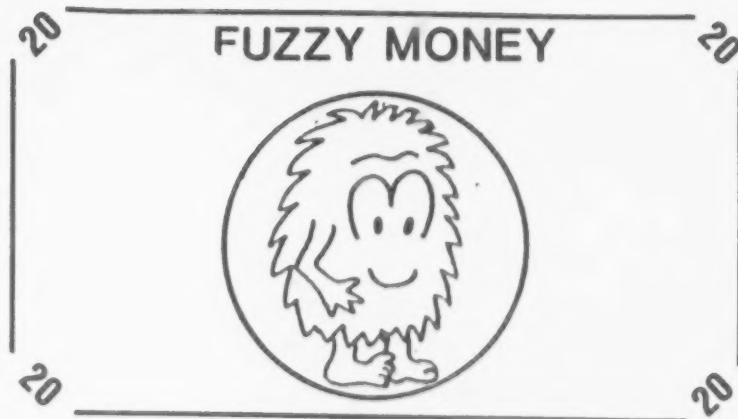
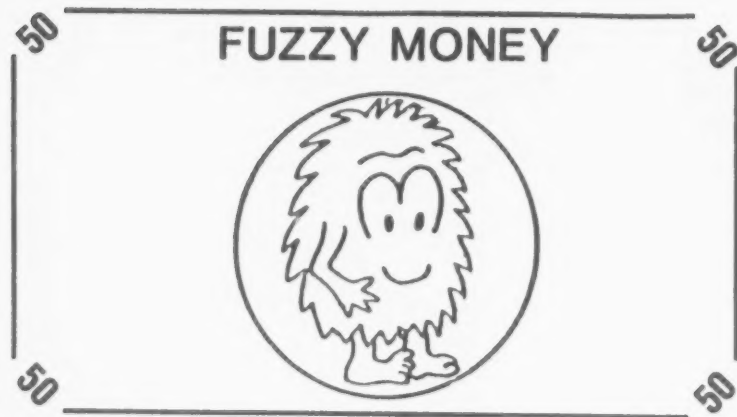
WOULD LIKE TO KEEP/GAIN CONTROL OF

WAYS TO REACH MY GOAL:

D-34

373

374



VICTIMS

&

VILLAINS

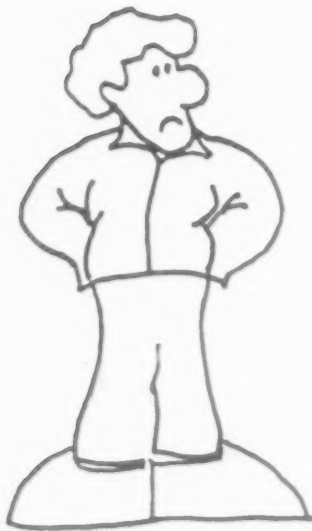


1. Tell story as victim
2. Identify the villain
3. Identify your feelings
4. Look for other feelings
5. Accept responsibility for feelings
6. Choose
7. List 10 villains



RESPONSIBILITY

HE MADE ME DO IT



I CHOOSE TO BE
MY OWN PERSON



"I CAN EFFECT WHAT HAPPENS TO ME"

"I DECIDE HOW I AM GOING TO REACT
TO A SITUATION"

"I AM WHAT I MAKE MYSELF"

"I DECIDE HOW I FEEL"

CONTROL OF YOUR LIFE IS ● ONE THING YOU SHOULDN'T GIVE AWAY

I GIVE CONTROL
OUT TO ANYONE
WHO WANTS IT

I HOLD ON TO
THE CONTROL
OF MY LIFE



POST-SURVEY FOR SELF-RESPONSIBILITY

Select only one answer per question.

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PRE-SURVEY FOR DECISION-MAKING

You may select 1-5 correct answers for the following questions.

1. Good decision-making strategy includes:
 - a. limiting your choices to simplify your decision.
 - b. expanding your alternative choices, thinking of many possibilities.
 - c. making a list of what outcomes you want and prioritizing that list.
 - d. using intuition as one tool to help make the decision.
 - e. troubleshooting your decision for possible problems.
2. To make good decisions, kids need to:
 - a. learn to evaluate the reliability of their sources.
 - b. learn they can delay their decisions.
 - c. rely heavily on their own knowledge.
 - d. understand the importance of potential outcomes.
 - e. depend on their peers.
3. The biggest barriers to making good decisions include:
 - a. social or cultural barriers that prevent us from seeing possible good solutions.
 - b. the ability to recognize our own basic needs.
 - c. too many possibilities.
 - d. not recognizing the importance of actively making a decision.
 - e. ignoring our feelings.
4. Which type of process usually yields the best decision?
 - a. rely on intuition.
 - b. strictly rational, ignore intuition.
 - c. letting whatever happens just happen.
 - d. using a balance of intuition and rational thought.
 - e. none of the above.
5. Describe 3 ways to find new alternatives or options when making a decision.

RISKOMETER

A GAMBLE: YOU HAVE \$10 TO PLAY A GAME ONE TIME. WHERE WOULD YOU PUT YOUR BET?

* A. AS YOURSELF.

KEEP THE \$10
& DON'T PLAY

1

1 IN 2 CHANCE
OF WINNING \$20

4

1 IN 5 CHANCE
OF WINNING \$50

7

1 IN 100 CHANCE
OF WINNING \$1000

10

B. HOW WOULD YOU PLAY IF YOU WERE A RICH PERSON?

1

4

7

10

C. HOW WOULD YOU PLAY IF YOU WERE A POOR PERSON?

1

4

7

10

DRIVING AND DRINKING: NOW PRETEND YOU ARE 17. YOU HAVE DRIVEN TO A PARTY. ALCOHOL IS AVAILABLE AT THE PARTY.

A. YOU WILL BE DRIVING HOME ALONE. WHAT WILL YOU DO?

WILL NOT TAKE
A DRINK

1

DRINK 1
DRINK

3

DRINK 2
DRINKS

5

DRINK 3
DRINKS

7

DRINK AS MUCH
AS I PLEASE

10

HOW WOULD THIS CHANGE:

B. IF YOU WERE TAKING A GROUP OF FRIENDS?

1

3

5

7

10

C. IF YOU WERE RIDING WITH A DRIVER WHO DOES NOT DRINK?

1

3

5

7

10

D. IF YOU WERE RIDING WITH AN ACQUAINTANCE WHO DRINKS HEAVILY?

1

3

5

7

10

- STEPS TO MAKING GOOD DECISIONS:

I. Awareness of what is needed from a decision

II. Deciding what outcomes are important

III. Finding creative alternatives

- IV. Making the decision/troubleshooting

To Decide or Hang Loose

1

To get out of bed

2

To brush his teeth and wash his face

3

What shirt to wear

4

Whether to eat anything for breakfast

5

To go to class, or school, that day

6

To cheat on his math test

7

How to spend his free period

8

To take shop or French next year

9

To back out of giving his speech in English

10

To go to the park or play ball during lunch

11

To play tennis after school, or clean the garage and practice the trumpet

12

To go to the baseball game with Frank or fishing with his father

13

To watch the TV program or study for his science test

14

To watch the TV program and stay up longer studying

15

To go to bed

1. Mark the decisions that are almost automatic "A".
 2. Mark the 5 most important (critical) decisions "C".
- Were there any decisions made in the story that aren't on the score card?
What are they? _____

What are the 5 most important decisions?

Decision

Reason

Rank the decision with your club members and come up with a definition of why a decision is important to a person.

I Want To

Mark C for a clear objective or U for an unclear objective.

- ___ I want to make five new friends this semester.
- ___ I want to have a better life than my parents have.
- ___ I want to be accepted for admission at the state university when I graduate.
- ___ I want to get married before I am 25 years old.
- ___ I want to select courses for next year in which I can get grades of B.
- ___ I want to make this a better 4-H club.
- ___ I want to help correct the pollution problem in my area.

On the lines below write three clear objectives for yourself:



KEYS FOR CLEAR OBJECTIVES:

Make clear the what will be done

Set the when it will be done

Values Auction

Worksheet No. 1: A List of Fourteen Values

I would like to "buy":

Item:	What I'd like to pay:	What I paid:
1. Wealth	_____	_____
2. Equality	_____	_____
3. Family	_____	_____
4. Progress	_____	_____
5. Tradition	_____	_____
6. Freedom	_____	_____
7. Love	_____	_____
8. Health	_____	_____
9. Peace	_____	_____
10. Justice	_____	_____
11. Beauty	_____	_____
12. Wisdom	_____	_____
13. Power	_____	_____
14. Happiness	_____	_____

Values Auction

Worksheet No. 2: A List of Twenty Character Traits

I would like to "buy":

Item:	What I'd like to pay:	What I paid:
1. Honest	_____	_____
2. Playful	_____	_____
3. Self-confident	_____	_____
4. Orderly	_____	_____
5. Aggressive	_____	_____
6. Courageous	_____	_____
7. Cooperative	_____	_____
8. Competitive	_____	_____
9. Creative	_____	_____
10. Loyal	_____	_____
11. Responsible	_____	_____
12. Caring	_____	_____
13. Self-directing	_____	_____
14. Independent	_____	_____
15. Rational	_____	_____
16. Curious	_____	_____
17. Spontaneous	_____	_____
18. Friendly	_____	_____
19. Flexible	_____	_____
20. Openminded	_____	_____

Insurance Policy

I _____ hereby purchase

a policy for _____



Dare to be You

Date

Alternatives

Situation: You are going with a boy or girl that your parents can't stand. They will not like it if you keep him or her as a friend.

Objective: To keep your friend and to get your parents to change their minds about the friend and to have more respect for your judgment.

Alternatives (list all possible alternatives that meet your objectives)

1. Have a family conference with parents.
2. Talk to friend about what to say and how to act during a visit at your house.
3. Look at your friend again to be sure your judgment is good.
4. _____
5. _____

Your values (related to this situation): You want respect for your judgment; independence; friendship. (Add your own values.)

Information (list the information you need to have about these alternatives)

1. The mood your parents are in before asking for a family conference.
2. Whether or not your friend suspects your parents' attitude.
3. What is it that really "bugs" your parents? What evidence do they have?
4. _____
5. _____

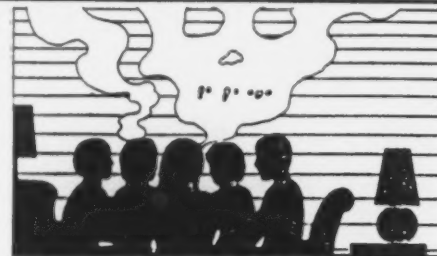
Now, imagine yourself in the situation below. Try to think of alternative courses of action you might take and information you would need before you decided which course was best for you.

Situation: Your friends are urging you to join them in smoking pot. They kid you constantly. You don't really want to join them, but you do want their friendship.

Objective: To retain the friendship of the group, but not have to smoke pot.

Alternatives (list all possible alternatives that meet your objectives)

1. _____
2. _____
3. _____



Your values: Independence; health; get along with parents; get along with law; and be part of a group. (Add your own values.)

Information (list the information you need to have about these alternatives)

1. _____
2. _____
3. _____

Getting it Together

Decision: Imagine you are Jane and are trying to decide (early in the spring semester) whether to get a job this summer or go to summer school.

Jane's parents want her to go to summer school to improve her algebra grade. Jane's boss at the store wants her to work there this summer. Jane's counselor wants Jane to make a personally satisfying decision. Jane's friends think the decision is up to her; it depends on what she needs the job for and what difference repeating the course in algebra will make. From the list of resources below Jane chooses those she will use in making her decision.

<u>counselor</u>	first choice
<u>friend</u>	second choice
<u>summer school catalog</u>	third choice

Why does she choose these? She wants to get objective information from sources that will help her but not try to make up her mind for her.

Now you list in order of your preference the resources you would use in making this decision.

_____	first choice
_____	second choice
_____	third choice

RESOURCES

PEOPLE TO TALK TO	THINGS TO READ
Your parents Your counselor(s) Your friends Your teachers Your relatives Your boss (if any)	The summer school catalog College catalogs or general guides to colleges Occupational guides or information Want ads in the newspaper
THINGS TO DO	THINGS TO THINK ABOUT
Try to get a part-time job Go to the youth employment agency Practice filling out job application forms and having interviews Volunteer for service in an activity that gives you some practice	What you did last summer What activities you really enjoy How much money you need What your short-range goals are What your long-range goals are

Acceptable or Unacceptable?

When is an alternative unacceptable? What is acceptable or unacceptable to a person is usually determined by his values. In the situation below, see if you can identify acceptable and unacceptable alternatives. Why are they either acceptable or unacceptable? (Some examples of alternatives are given. Can you think of others?)

Situation: You have a friend who confesses to you that he is hooked on drugs.

Your values: Loyalty. (Add your own values.)



Objective: You want to help him get "unhooked" and you know that he has not felt free to talk to anyone else.

Unacceptable alternatives

1. Turn friend in to police.
2. Tell your friend's parents.
3. _____
4. _____

Why are these unacceptable?

1. _____
2. _____
3. _____
4. _____

Acceptable alternatives

1. Get advice from drug counselor on how to help your friend.
2. Get the telephone number of local Drug Help Center.
3. _____
4. _____

Why are these different from the unacceptable?

1. _____
2. _____
3. _____
4. _____

Take a situation that is of real concern to you or your group of friends, and apply a similar analysis to your situation. After you have identified the acceptable alternatives in the situation, list the information that you need to have about these alternatives.

Situation: _____

Your values: _____

Objective: _____

Unacceptable alternatives

1. _____
2. _____
3. _____

Why are these unacceptable?

1. _____
2. _____
3. _____

Acceptable alternatives

1. _____
2. _____
3. _____

Information needed about acceptable alternatives

1. _____
2. _____
3. _____

Riskometer

1. Case 1 - A Gamble

You have been given \$10 to play the game one time.

1	4	7	10
Keep the \$10 & don't play	1 in 2 chance of winning \$20	1 in 5 chance of winning \$50	1 in 100 chance of winning \$1000

How would you change if you were: a rich person? a very poor person?

2. Case 2 - Choosing a Job

If you had a choice of jobs which would you pick: a) now, b) if you were sole support of a large family, c) if you were married to a rich person and were working for "self-fulfillment?"

1	5	10
A job with low income but which you are sure of keeping	A job with good pay but which you have a 50/50 chance of losing	A job with an extremely good income if you do well but in which you could lose almost every- thing if you don't do well

3. Case 3 - Choosing a College

You are a senior and are choosing a college for the next year. You have good grades and have been accepted by four universities. You want to graduate from a prestige university but dread having to drop out or fail. You have studied tables that tell you what the probabilities of success are at each. Which would you choose?

1	4	7	10
(least risk - least prestige)			(highest risk - most prestige)
Local Community College	State College	State University	Prestige University

4. Case 4 - Driving and Drinking

You have driven to a party. You are 21. During the party alcohol is available.

- You will be driving home. Where would you place yourself on the Riskometer?
- How would this change if you were taking a group of friends home?
- How would this change if you were riding with a driver friend who does not drink?
- How would this change if you were riding with an acquaintance who drinks heavily?

1	2	4	6	8	10
will not take a drink	1 drink	2 drinks	3 drinks	4 drinks	drink as much as I please

WAYS TO AVOID PEER PRESSURE

• Decide how you feel

Ask yourself if you really want to go along with the pressures or if you are being manipulated because they want control.

Do you want to get out from under the pressure?

• Say no

Saying no repeatedly, simply, and firmly is very effective.

• Don't make excuses

Quoting a standard is OK, e.g., "I just don't like to smoke."

But making excuses gives others a chance to "talk around the excuse" and then you find yourself in a corner.

• Use your credit

When you are part of a group of friends you like them and they like you. They value you for who you are and you have a special credit with them. People often try to use that against "friends" if they are trying to manipulate them. You can turn it around and use the friendship to protect yourself.

You can use that credit by saying some of these things: (any unwanted behavior can be used in the blanks)

- * You mean I have to _____ to be your friend?
- * If I have to _____ to be your friend, then I don't want to be your friend.
- * I like you guys and want to be around you, but not if I have to _____.
- * No, you shouldn't force me to _____ and I don't really think you want me to do something I don't want to do.
- * If you are my friends why would you want me to do something I don't want to do?

• Recruit a friend

If you can turn to someone else in your group and see how they feel, it reduces the pressure on you. Even if they aren't agreeing with you, you have shown your strength by asking someone else:

- * Do you agree with them?
- * Do you think I should try it?
- * What do you think I should do?
- * Do you think they are right?
- * Are you going to smoke/drink?

• Delay the decision

These are some things you can say to put off making a decision:

- * Not now, maybe later.
- * I don't feel like it right now.
- * I'll tell you later.
- * Change the subject.

Delaying a decision is very good for some pressures when you want to think about a commitment. For example, you aren't sure you have time for an activity or even want to do it. It gives you some time to think of how to say no.

The disadvantage is that you will have to give the person (or people) an answer eventually.

The issue isn't solved; it is just delayed.

DECISION-MAKING WORKSHEET

I. THE DECISION/WHY IT IS NEEDED!

II. IMPORTANT OUTCOMES (I want to achieve, avoid, preserve)

Outcome

Need

III. CREATIVE ALTERNATIVES

Do any meet your priorities?
How do you feel about your choices?
Do you need more ideas?
If so, how can you get them?

IV. IF SOME OF YOUR ALTERNATIVES SEEM GOOD POSSIBILITIES, TROUBLESHOOT THEM.

What could go wrong?

How could I improve my chances that this would work?

POST-SURVEY FOR DECISION-MAKING

You may select 1-5 correct answers for the following questions.

1. Good decision-making strategy includes:
 - a. limiting your choices to simplify your decision.
 - b. expanding your alternative choices, thinking of many possibilities.
 - c. making a list of what outcomes you want and prioritizing that list.
 - d. using intuition as one tool to help make the decision.
 - e. troubleshooting your decision for possible problems.
2. To make good decisions, kids need to:
 - a. learn to evaluate the reliability of their sources.
 - b. learn they can delay their decisions.
 - c. rely heavily on their own knowledge.
 - d. understand the importance of potential outcomes.
 - e. depend on their peers.
3. The biggest barriers to making good decisions include:
 - a. social or cultural barriers that prevent us from seeing possible good solutions.
 - b. the ability to recognize our own basic needs.
 - c. too many possibilities.
 - d. not recognizing the importance of actively making a decision.
 - e. ignoring our feelings.
4. Which type of process usually yields the best decision?
 - a. rely on intuition.
 - b. strictly rational, ignore intuition.
 - c. letting whatever happens just happen.
 - d. using a balance of intuition and rational thought.
 - e. none of the above.
5. Describe 3 ways to find new alternatives or options when making a decision.

PART II

1. What did you think of the workshop overall? _____

2. Do you feel the "DARE to be You" program, as explained, will benefit your youth organization? _____

3. What aspect of the workshop did you like best? _____

4. What aspect did you like the least? _____

5. Please rate these portions of the program with EXCELLENT, ABOVE AVERAGE, AVERAGE, BELOW AVERAGE, POOR:

Content of Program: _____

Activities: _____

Facilitators ability to communicate: _____

Packet Materials: _____
6. Any additional comments? _____

PRE-SURVEY FOR GROUP LEADER SKILLS WORKSHOP:

Select correct answers for each statement.

1. Group leaders should:
 - a. praise good responses from their group and simply accept poor responses.
 - b. draw out quiet participants by asking direct questions of that person.
 - c. accept all responses non-critically.
 - d. think of something to say if the group becomes quiet (no quiet time allowed).
 - e. participate as equals in activities.
2. Affective education techniques are important because they:
 - a. are fun.
 - b. cause participants to personalize the knowledge.
 - c. are active and keep kids interested.
 - d. take little preparation.
 - e. result in greater retention of knowledge.
3. Circle all true statements.
 - T F a. As group leaders in the DARE Program, we must impose our strong value systems on children.
 - T F b. Be conscious of your audience and try to make the activities comfortable.
 - T F c. We must participate in activities because others learn from our modeling.
 - T F d. We must hide our values to make the activities fair.
4. Ground rules for using affective techniques include:
 - a. accepting of others values.
 - b. allowing participants to pass.
 - c. having everyone respond.
 - d. participating as equals.
 - e. allowing everyone to comment on others responses, positively or negatively.

QUALITIES AND SKILLS OF GOOD GROUP LEADERS

Lecturer

Educator

Trainer

Facilitators

Hosts/Hostesses

- positive attributes -

- poor behaviors -

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401

Ground rules:

ACCEPTING

PASSING

PARTICIPATING

Skills:

ENCOURAGING

ACCEPTING

CLARIFYING

Good Group Leader Skills

USE THESE SKILLS:

- * CONSIDERATION AND SENSITIVITY TO AUDIENCE
- * BE ORGANIZED, PREPARED
- * GIVE CLEAR STATEMENT OF PURPOSE FOR ACTIVITY
- * POSITIVE BODY LANGUAGE --
WARMTH, HUMOR, EYE CONTACT, ENTHUSIASM,
BE WHO YOU ARE
- * HONESTY --
DON'T PRETEND BE SOMETHING YOU AREN'T OR
BELIEVE SOMETHING YOU DON'T
- * PROCESS ACTIVITY

AVOID THESE BEHAVIORS:

- * BEING LATE, HASSLED
- * PUTDOWNS AND JUDGEMENTAL STATEMENTS
- * DISTRACTING BEHAVIORS
- * OVER-ORGANIZING OR FORCING PARTICIPATION

OPEN-ENDED QUESTIONS: Yes or No?

1. Do you agree with that?
2. How did you decide that?
3. Would you like to tell us more about that?
4. What are some other situations?
5. What do you think about that?
6. What sort of values does this indicate?
7. What are some other choices?
8. How might you achieve your goal?
9. Do you think this right?
10. Are you ready to answer?

POST-SURVEY FOR GROUP LEADER SKILLS WORKSHOP:

Select correct answers for each statement.

1. Group leaders should:

- a. praise good responses from their group and simply accept poor responses.
- b. draw out quiet participants by asking direct questions of that person.
- c. accept all responses non-critically.
- d. think of something to say if the group becomes quiet (no quiet time allowed).
- e. participate as equals in activities.

2. Affective education techniques are important because they:

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4. Ground rules for using affective techniques include:

- a. accepting of others values.
- b. allowing participants to pass.
- c. having everyone respond.
- d. participating as equals.
- e. allowing everyone to comment on others responses, positively or negatively.

PART II

1. What did you think of the workshop overall? _____

2. Do you feel the "DARE to be You" program, as explained, will benefit your youth organization? _____

3. What aspect of the workshop did you like best? _____

4. What aspect did you like the least? _____

5. Please rate these portions of the program with EXCELLENT, ABOVE AVERAGE, AVERAGE, BELOW AVERAGE, POOR:

Content of Program: _____

Activities: _____

Facilitators ability to communicate: _____

Packet Materials: _____
6. Any additional comments? _____

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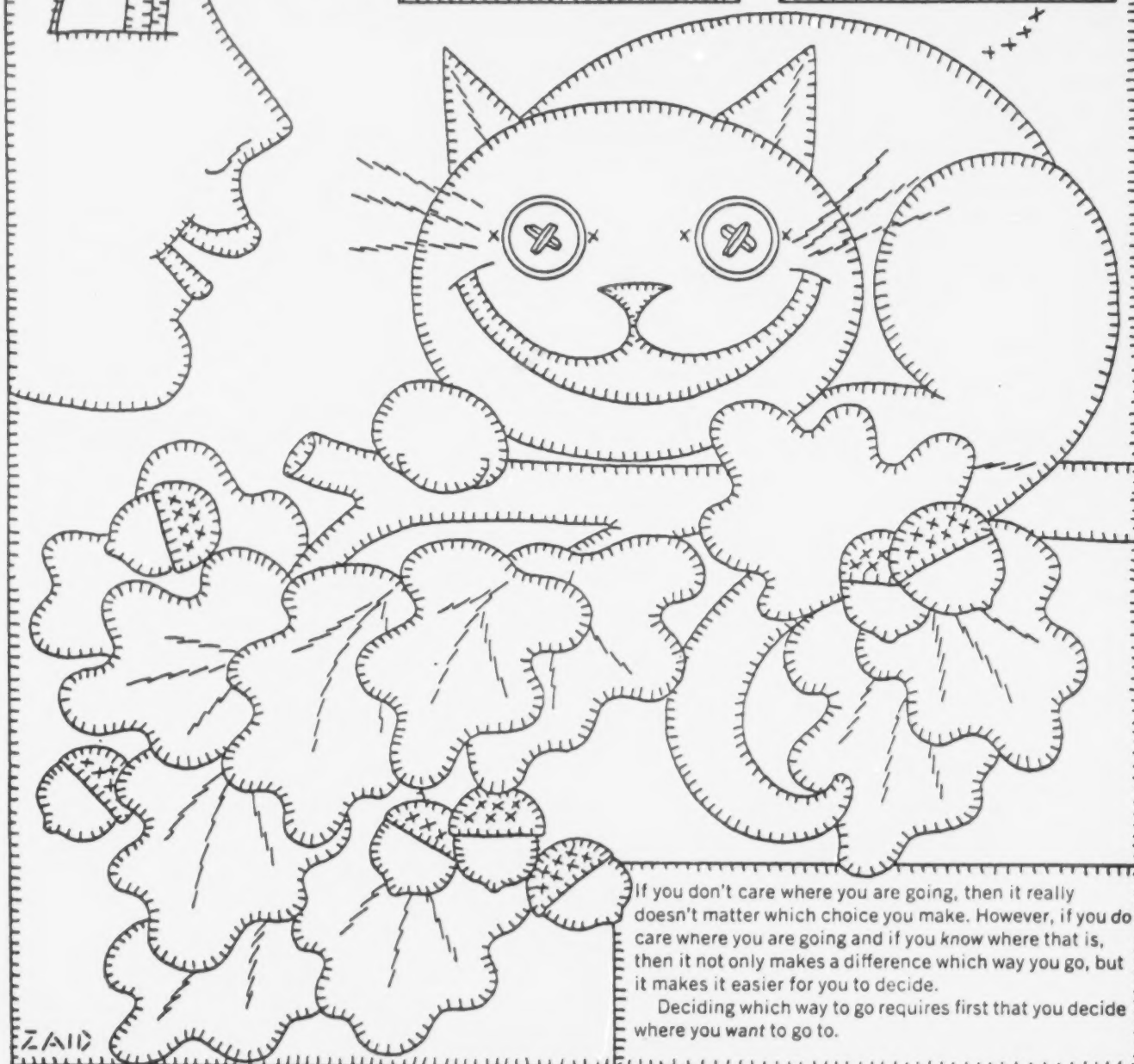
When Alice in Wonderland was trying to decide which way to go during her travels, she asked the Cheshire Cat,

"Would you tell me, please,
which way I ought to go
from here?"

"That depends a good deal
on where you want to get to,"
said the Cat.

"I don't much care where—"
said Alice.

"Then it doesn't matter
which way you go,"
said the Cat.



If you don't care where you are going, then it really doesn't matter which choice you make. However, if you do care where you are going and if you know where that is, then it not only makes a difference which way you go, but it makes it easier for you to decide.

Deciding which way to go requires first that you decide where you want to go to.

DARE to be You

A Challenge



code number

— — — — —

1. Is it hard to tell other kids when you don't want to do what they want to do?

☐

no

☐

yes

☐

don't
know

2. Could other kids ever talk you into doing something you really don't want to do?

☐

no

☐

yes

☐

don't
know

Other kids are trying to get you to do something you don't want to do.
Which of the following would be good ways to handle the situation?

3. Say no and walk away.

☐

no

☐

yes

☐

don't
know

4. Say no and give an excuse.

☐

no

☐

yes

☐

don't
know

5. Say no so they know how you feel, but give in if they keep asking you.

☐

no

☐

yes

☐

don't
know

6. Say no and keep saying no until they stop asking.

☐

no

☐

yes

☐

don't
know

7. Do what they ask so they leave you alone and don't make fun of you.

☐

no

☐

yes

☐

don't
know

8. Tell them "I don't want to decide right now!" (put off the decision)

☐

no

☐

yes

☐

don't
know

9. Get angry and tell them to get lost.

☐	☐	☐
no	yes	don't know

10. Tell them that they shouldn't make you do something you don't want to do.

☐	☐	☐
no	yes	don't know

You want to stay friends with a group of kids. They are trying to get you to do something you feel is wrong for you or something you haven't decided about yet. Which answers can be used to say no and still keep their friendship?

11. "Maybe, just this once."

☐	☐	☐
no	yes	don't know

12. "You mean I have to do that to be your friend?"

☐	☐	☐
no	yes	don't know

13. Ask another friend in the group, "Do you go along with what they want me to do?"

☐	☐	☐
no	yes	don't know

14. "You guys are really stupid. Get lost!"

☐	☐	☐
no	yes	don't know

15. "Do I have to decide right now?"

☐	☐	☐
no	yes	don't know

16. "You are always pushing people around."

☐	☐	☐
no	yes	don't know

17. "Do I have to do that to be your friend?"

☐	☐	☐
no	yes	don't know

18. "No, I don't want to do that."

☐	☐	☐
no	yes	don't know

--

19. When I have to decide something,
it is best to have only two choices.

☐	☐	☐
no	yes	don't know

20. When I have to decide something, the
best decision is the first choice I
think of.

☐	☐	☐
no	yes	don't know

21. Putting off a decision can help me
make the right choice.

☐	☐	☐
no	yes	don't know

22. Everything will turn out OK even if
I don't make any decisions.

☐	☐	☐
no	yes	don't know

23. Each choice in a decision has its
own risks.

☐	☐	☐
no	yes	don't know

24. The risk involved in any given
decision is the same for everyone
that makes that decision.

☐	☐	☐
no	yes	don't know

25. My birthday is / /
Month/Day/Year

26. I am a boy ☐ girl ☐

DARE to be You

What Have You Learned?



code number

— — — — —

1. Is it hard to tell other kids when you don't want to do what they want to do?

☐

no

☐

yes

☐

don't
know

2. Could other kids ever talk you into doing something you really don't want to do?

☐

no

☐

yes

☐

don't
know

Other kids are trying to get you to do something you don't want to do.
Which of the following would be good ways to handle the situation?

3. Say no and walk away.

☐

no

☐

yes

☐

don't
know

4. Say no and give an excuse.

☐

no

☐

yes

☐

don't
know

5. Say no so they know how you feel, but give in if they keep asking you.

☐

no

☐

yes

☐

don't
know

6. Say no and keep saying no until they stop asking.

☐

no

☐

yes

☐

don't
know

7. Do what they ask so they leave you alone and don't make fun of you.

☐

no

☐

yes

☐

don't
know

8. Tell them "I don't want to decide right now!" (put off the decision)

☐

no

☐

yes

☐

don't
know

9. Get angry and tell them to get lost.

☐	☐	☐
no	yes	don't know

10. Tell them that they shouldn't make you do something you don't want to do.

☐	☐	☐
no	yes	don't know

You want to stay friends with a group of kids. They are trying to get you to do something you feel is wrong for you or something you haven't decided about yet. Which answers can be used to say no and still keep their friendship?

11. "Maybe, just this once."

☐	☐	☐
no	yes	don't know

12. "You mean I have to do that to be your friend?"

☐	☐	☐
no	yes	don't know

13. Ask another friend in the group, "Do you go along with what they want me to do?"

☐	☐	☐
no	yes	don't know

14. "You guys are really stupid. Get lost!"

☐	☐	☐
no	yes	don't know

15. "Do I have to decide right now?"

☐	☐	☐
no	yes	don't know

16. "You are always pushing people around."

☐	☐	☐
no	yes	don't know

17. "Do I have to do that to be your friend?"

☐	☐	☐
no	yes	don't know

18. "No, I don't want to do that."

☐	☐	☐
no	yes	don't know

--

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it is best to have only two choices.

☐	☐	☐
no	yes	don't know

20. When I have to decide something, the
best decision is the first choice I
think of.

☐	☐	☐
no	yes	don't know

21. Putting off a decision can help me
make the right choice.

☐	☐	☐
no	yes	don't know

22. Everything will turn out OK even if
I don't make any decisions.

☐	☐	☐
no	yes	don't know

23. Each choice in a decision has its
own risks.

☐	☐	☐
no	yes	don't know

24. The risk involved in any given
decision is the same for everyone
that makes that decision.

☐	☐	☐
no	yes	don't know

25. My birthday is / /
Month/Day/Year

26. I am a boy ☐ girl ☐

27. Have you had the Health Education Curriculum (Berkley Program)?

- ☐ No, I have not.
- ☐ Yes, less than one school year.
- ☐ Yes, more than one school year but less than two years.
- ☐ Yes, more than two years.

28. The activities were fun.

☐	☐	☐
no	yes	don't know

29. I feel I learned something during this
meeting.

☐	☐	☐
no	yes	don't know

NORTH HIGH PREVIEW

It's Up to You

Color Group _____

Birthday _____
month/day/year

At North High, as compared to Skinner, my responsibility:

	I don't know	less	the same	greater
1. To arrange to make up tests will be	☐	☐	☐	☐
2. To select a career will be	☐	☐	☐	☐
3. To choose classes will be	☐	☐	☐	☐
4. To pick friends will be	☐	☐	☐	☐
5. To decide to attend class will be	☐	☐	☐	☐
6. To get help with classwork will be	☐	☐	☐	☐

	I don't know	Yes	No
7. To make a good decision, you need to limit your choices and not try to think of lots of options.	☐	☐	☐
8. To make a good decision, you need to think of what will happen as a result of your choice (good and bad).	☐	☐	☐
9. Ask your friends because what is good for them is good for you too.	☐	☐	☐

NORTH HIGH PREVIEW

It's Up to You

Color Group _____

Birthday _____
month/day/year

At North High, as compared to Skinner, my responsibility:

	I don't know	less	the same	greater
1. To arrange to make up tests will be	☐	☐	☐	☐
2. To select a career will be	☐	☐	☐	☐
3. To choose classes will be	☐	☐	☐	☐
4. To pick friends will be	☐	☐	☐	☐
5. To decide to attend class will be	☐	☐	☐	☐
6. To get help with classwork will be	☐	☐	☐	☐

	I don't know	Yes	No
7. To make a good decision, you need to limit your choices and not try to think of lots of options.	☐	☐	☐
8. To make a good decision, you need to think of what will happen as a result of your choice (good and bad).	☐	☐	☐
9. Ask your friends because what is good for them is good for you too.	☐	☐	☐

Did you enjoy the presentation? _____

Do you feel you learned anything about North High? _____

What was the most important thing you learned? _____

RISKOMETER

A GAMBLE: You have \$10 to play a game one time. Where would you put your bet?

a. As yourself.

Keep the \$10
& don't play

☐

1 in 2 chance
of winning \$20

☐

1 in 5 chance
of winning \$50

☐

1 in 100 chance
of winning \$1000

☐

b. How would you play if you were a rich person?

☐
☐
☐
☐

c. How would you play if you were a poor person?

☐
☐
☐
☐

CUTTING CLASS: You are a sophomore in high school. Your best friends often want you to cut class and go downtown. If you do you miss an important class.

How many classes could you miss:

a. If you're getting an "A" and need that "A" to get into a special school you've chosen?

0 classes

1 class

2 classes

3 classes

As many as
you please

☐
☐
☐
☐
☐

b. If your grades were borderline between a C and D?

☐
☐
☐
☐
☐

c. If you didn't care about your future (if you ended up unemployed)? You just wanted to hang out.

☐
☐
☐
☐
☐

d. If you hated the class but needed the training to get a job you wanted in the future?

☐
☐
☐
☐
☐

GOAL LINE STRATEGY

Steps:

- 1.
- 2.
- 3.

Steps:

- 1.
- 2.
- 3.

Steps:

- 1.
- 2.
- 3.

Steps:

- 1.
- 2.
- 3.

KICK OFF YOUR FUTURE

WHO OR WHAT?

Who or what influences your decision about what clothes to buy or wear, what food to eat, what movie to see? For each item below, check whether you are influenced by parents, friends, boy/girlfriends, teachers/counselors, clergy, magazines, TV. If more than one of these influences you in your choice, indicate which is most influential with a #1, next most influential with a #2, and so on.

	Parents	Friends	Boyfriend/ Girlfriend	Teachers/ Counselors	Clergy	Media	Other
Clothes							
Hair Style							
Food							
Classes							
Curfew							
Dates							
Movies							
Friends							
Reading Material							
Sexual Behavior							

CAREERS LIST

Teacher	FBI Agent
School Counselor	Fireman
Athletic Coach	Policeman
Nurse	Barber
Doctor	Beauty Operator
Pharmacist	Carpenter
Dentist	Painter/Paperhanger
Medical/Dental Technologist/Technician	Plumber/Pipefitter
Dental Hygienist	Bricklayer
Occupational Therapist	Electrician
Optometrist	Roofer
Veterinarian	Cement Mason
Engineer	Sheet Metal Worker
Chemist/Physicist	Printing Pressman
Geologist	Mechanic
Clergy	Repairman
Draftsman	Machinist
Surveyor	Truck Driver
Economist	Taxi/Bus Driver
Historian	Heavy Equipment Operator
Political Scientist	Gasoline Station Attendant
Sociologist	Baker
Accountant	Stewardess/Pilot
Advertising	Bank Officer
Marketing Research Worker	Bank Teller
Personnel Worker	Farmer
Public Relations Worker	Extension Agent
Purchasing Agent	Soil Conservationist
Musician	Post Office Occupation
Actor/Actress	Armed Forces
Architect	Hotel Manager/Assistant
Commercial Artist	Radio-TV Announcer
Forester	Waitress/Waiter
Home Economist	Cook
Industrial Designer	Telephone Operator
Interior Designer	Housekeeper
Landscape Architect	Mother/Father
Lawyer	
Librarian	
Newspaper Reporter	
Photographer	
Psychologist	
Social Worker	
Secretary	
Typist	
Bookkeeper	
Cashier	
Clerk	
Salesman/Saleswoman	
Insurance Agent	
Real Estate Salesman	

Characteristics Worksheet

D-79

	Like Your Child				Not Like Your Child				Do you see this as a good trait?	
	1	2	3	4	Yes	No				
1. Very talkative										
2. Quiet										
3. High energy level										
4. Calm										
5. Helpful										
6. Persistent										
7. Questioning/inquisitive										
8. Demanding										
9. Loud										
10. Soft-spoken										
11. Manipulative										
12. Creative										
13. Artistic										
14. Musical										
15. Dances										
16. Athletic										
17. Scholarly										
18. Reliable										
19. Highly self-motivated										
20. Obedient										
21. Wild/defiant										
22. Assertive										
23. Aggressive										
24. Humorous										
25. Serious										
26. Sharing										
27. Open										
28. Willing to learn (change/grow)										
29. Listens well										
30. Modest										

	Like Your Child				Not Like Your Child				Do you see this as a good trait?	
	1	2	3	4	Yes	No				
31. Confident										
32. Humble										
33. Dexterous										
34. Gentle										
35. Strong										
36. Curious										
37. Attractive										
38. Takes things										
39. Secure										
40. Neat										
41. Accepts responsibility										
42. Works well alone										
43. Works well with others										
44. Likes to be indoors										
45. Likes to be outdoors										
46. Even tempered										
47. Sensitive to others										
48. Stubborn										
49. Lazy										
50. Friendly										
51. Easy to get along with										
52. Kind to others										
53. Good with animals										
54. Good with plants										
55. Good with domestic arts										
56. Good with children										
57. Analytical										
58. Perceptive										
59. Religious										
60. Likes to take risks										

Characteristics Worksheet

D-80

	Like Me				Not Like Me	Do you see this as a good trait?	
	1	2	3	4		Yes	No
1. Very talkative							
2. Quiet							
3. High energy level							
4. Calm							
5. Helpful							
6. Persistent							
7. Questioning/inquisitive							
8. Demanding							
9. Loud							
10. Soft-spoken							
11. Manipulative							
12. Creative							
13. Artistic							
14. Musical							
15. Dances							
16. Athletic							
17. Scholarly							
18. Reliable							
19. Highly self-motivated							
20. Obedient							
21. Wild/defiant							
22. Assertive							
23. Aggressive							
24. Humorous							
25. Serious							
26. Sharing							
27. Open							
28. Willing to learn (change/grow)							
29. Listens well							
30. Modest							

	Like Me				Not Like Me	Do you see this as a good trait?	
	1	2	3	4		Yes	No
31. Confident							
32. Humble							
33. Dexterous							
34. Gentle							
35. Strong							
36. Curious							
37. Attractive							
38. Makes things							
39. Secure							
40. Neat							
41. Accepts responsibility							
42. Works well alone							
43. Works well with others							
44. Likes to be indoors							
45. Likes to be outdoors							
46. Even tempered							
47. Sensitive to others							
48. Stubborn							
49. Lazy							
50. Friendly							
51. Easy to get along with							
52. Kind to others							
53. Good with animals							
54. Good with plants							
55. Good with domestic arts							
56. Good with children							
57. Analytical							
58. Perceptive							
59. Religious							
60. Likes to take risks							

SAMPLE RESOURCE LIST

HUMAN RESOURCES

Admired acquaintances
 Athletes
 Attorneys
 Clergy
 Clinic workers
 Close friends - peers
 Counselors
 Dieticians
 Doctors
 Exercise specialists
 Family members
 Mechanics
 Nurses
 Pharmacists
 Physical therapists
 Physicians
 Policemen
 Principals
 Probation officers
 Psychologists
 Relatives
 School counselors
 Social workers
 Teachers in childrens schools
 Curandero(a)
 Partera
 Senora

NON-HUMAN RESOURCES

Art galleries
 Books
 Crisis centers
 Doctors offices
 Films and filmstrips
 Games
 Health clinics
 Libraries
 Magazines
 Movies
 Museums
 Newspapers
 Parks
 Phonograph records and tapes
 Radios
 Televisions

Applications and Resources

APPLICATIONS

HISPANIC ADAPTATIONS

SUPPLEMENTARY MATERIALS

ADULT WORKSHOP SERIES

The adult workshop series in Section A is designed to provide basic understanding and skills that are applicable cross-culturally. These supplementary materials cover ethnic related issues as they affect self-concept, self-responsibility, communications, role modeling, and decision-making processes.

The supplement is to be used side by side with the corresponding workshop in Section A. You may actually "pull" out this section and use it with the workshop as outlined on pages A-1 through A-105.

This supplementary packet will follow the outline of the workshops in the manual suggesting how the additional activities and discussion questions may be used. These activities also may be used independently to address the specific issues.*

Five primary issues are addressed:

- Transition between traditional and current values and lifestyles
- Maturity - looking at cultural views and expectations
- Biculturalism**
- Prejudice, Racism, Stereotypes
- Ethnic identity

An acculturation scale is included, page E-23, for optional use at the beginning or during the series of workshops.

* The group leader may choose to use the term chicano instead of hispanic.

** A culture is defined as a set of values and behaviors that is shared by a group of people. Bicultural defines a person that is able to live and function comfortably in two different cultures.

WORKSHOP I DEVELOPMENT OF SELF-CONCEPT

M&M game

See page A-10.

Add #4 - Something I like about myself that is true because I am hispanic (chicano). Examples: knowing my heritage gives me a sense of being "rooted" and centered, I feel I belong and am supported by my family.

This activity is an important introductory activity, as parents must be able to express and feel positively about themselves and their ethnic identity to really enable a positive self-concept in their children. A positive workshop activity can enhance this.

1. behavior knowledge

See page A-13.

Teaching a new skill is a positive way to increase self-concept through behavior.

Parents may wish to discuss how this aspect of development might be different because of ethnicity; how they feel they personally have been affected.

Here are several activities that parents (or other adults) can use with their children to develop self-concept around ethnicity and biculturalism; to keep their ethnic heritage but also be able to incorporate current societal skills:

- * Have parents make a list of traditional skills they can share with their children. (Brainstorm a list.)
- * Encourage parents to help the child (using little achievable challenges) learn a traditional family skill: cooking, music, dance, a craft or an art, folk medicine. Invite one or two of the child's friends over and have them all learn at the same time.

- * As a parent, model that both traditional and new can be OK; learn a non-traditional skill (a new recipe, a new sport or craft). Show how both can work together to enhance each other. Learn another traditional skill. Show pride in a skill you already have.

Learning skills to use in the future is essential to developing self-concept. The current trend of increased dropout rates from high school is a threat to the well-being of a large population of youth. Although it is on the rise cross-culturally, the hispanic population is especially experiencing this problem. The next activities are designed to let parents look at the dynamics of school dropouts and let them identify some positive empowering steps to reverse the process in their children.

Have parents brainstorm a list of reasons kids dropout. They may come up with a list that looks like this:

- See no need for class information
- Friends pressure
- Money important so want a job during school
- Encounter prejudice
- Learning within the existing system is too difficult
- Pregnancy, alcohol, drugs, depression
- Get behind in work and can't catch up
- Have set no attainable goals
- Don't know how to find help, support systems
- Teachers indifferent
- Classrooms unruly
- Difficult to study in home environment

(If these items aren't included on the parent's brainstorm lists, the group leader needs to include these points in processing this part of the program.)

When this list is complete have parents break into groups of 2-3 and think of possible ways to approach several of the problems. Emphasize that any small positive step is important and they should identify several, small steps for each problem. (An alternative is to assign two problems to each group.) Give a couple of examples from the list below:

Problem	Positive Steps for Parents
Child sees no need for an education.	Parent participation in CAREERS activity (page E-8). Parent attitude positive and supporting about finishing school. Parent points out admired person who finished school. Parent learns goal setting activities in Decision-Making Workshop, page A-75, and uses with children. Find influential teen/peer respected by child to talk about importance of education.

Child thinks earning money now is more important than studying for later.

Parent finds out some pay scales and benefits for jobs requiring high school education and those that do not. Share these with child.

Help child see money is not the only value from a job.

Help them find a compromise - part time work and school.

Help child see that school now can produce better paying jobs later.

Child encounters prejudice and is turned against school.

Parent works through STEREOTYPING activity (page C-42), then shares understanding with children.

Parent helps child become more internally controlled.

Parent works toward hiring bicultural teaching staff, campaign for minority school board members.

Child finds work too difficult, gets behind.

Encourage and allow homework time at home.

Find a family member or neighbor to help with work.

Parent participates in learning good communication skills and helps children learn to ask for help.

Invite friends to home for homework and snacks.

Other possible actions:

- Parents meet teachers, learn what children need to do.
- Parents help children set goals, think about future, values, etc.
- Parents help build self-concept as covered in Workshop I.
- Parents learn decision-making, communication skills, and self-responsibility in following workshops and share any of those skills with children.

Have the whole group brainstorm a master list of possible actions with subgroup work as a starting point.

To end this session have parents write two positive steps they will take to enable their children to stay in school.

2. positive reflections

See page A-14.

This component is crucial for people of all backgrounds. However, several activities can be added to give positive reflections for ethnic strengths.

prideline

See page C-8.

Add to the discussion questions "something you are proud of that comes from being hispanic." "Some advantages you have because of your culture."

Have parents participate in this activity first as themselves at 12 and then as themselves now.

Discussion questions (for parents):

1. What are the differences between the way you would have responded as a child and the way you think your children would respond?
2. What differences in values does this reflect?
3. What are some ways to encourage pride in heritage as part of a child's self-concept?
4. How do you personally feel about your ethnicity (children usually share parents feelings).

Reinforce that the parents need to notice and reward children's positive attitudes. Have the group focus on personal feelings about traditional values. Have them discuss what they can do to increase personal pride in heritage. Be aware of traditional vs. new cultural values and how that affects pride.

positive memories from childhood

See page A-16.

Many current households do not work like traditional households. With both parents working or in one parent families, there may be a gap between the traditional mother's role and the father assuming part of that role (he is absent or simply isn't comfortable filling the mother's role because of tradition).

Ask participants to remember their childhood, ages 8 and 9: Who was home when they got home? What happened? How did they receive their good feelings? When they got home, how did they spend their time? What was frightening or painful?

Have the participants make a list of at least five memories.

Now have them answer the same questions pretending they are their children.

Ask: Is it realistic to expect them to have the same experience that you had? What do you have in common? What is different? How can you create a more positive environment? What ways can sensitivity to those feelings help us to enhance their self-concept?

Discussion should be very carefully designed to be nonjudgmental and hopeful. Brainstorm for ideas but give these specific positive steps parents can take to fill in the gap:

- Find something (several things are even better) to give positive comments on everyday! Keep track of your positives for a week! Recruit other family members and friends for this, too.
- Make little blocks of time for kids at the "most important moments" of the day. Willingly giving them undivided attention is a very important positive reflection. Two key times are the first 10 minutes (after school for them or after work for parents) and the last 10 minutes before bedtime. Bedtime prayers can work here. So does sharing the day's experiences, a story, help with homework. Remember to keep these times noncritical and positive.
- Touching is also a wonderful positive reflection -- hugs, touches, pats.

3. recognizing the negative

See page A-17.

Use STEREOTYPES activity, page C-42, with parents. Add discussion questions.

See Teen Workshop, Responsibility Section, E-37 for dealing with negatives from prejudice. What effects do prejudice/stereotypes have on self-concept/behavior? On the judging side? How true are most stereotypes? Why? One culture often views an attribute as good, another views it as bad, how can this be harmful? Helpful? Where do stereotypes originate?

4. validating differences

See page A-18.

These activities may be added to deal with current problems of integrating traditional values with current changes.

Have the parents participate in following two activities:

careers

Purpose: To validate differences in career potentials.

Materials: Job lists (or cards)*, lists of local job possibilities (group leader finds ahead of time), job lists (page D-78), paper, pencil, flipchart and markers or chalkboard and chalk.

Instructions: Have parents choose one of their children as a "model" for this activity. Give the participants 2-3 minutes to list, on a piece of paper, as many careers as possible that they picture for that child.

Develop a master list of career ideas on a flipchart. See if parents can come up with more careers (brainstorm) and list. Use job cards or job lists to expand ideas.

Have the participants spend 2-3 minutes looking over the expanded list and selecting several more types of jobs they feel would fit their child.

Have the participants put away their lists to use later and go on to the STRENGTHS activity. These activities will be linked together later.

* You may make cards that each have several of the careers on the list. Then have participants use those to make up a master list. This increases audience input.

strengths

Purpose: To have parents identify children's strong points, to have them see and value some characteristics they haven't previously identified, to have them relate strengths to future career pursuits.

Materials: Characteristic cards, paper and pencils.

Instructions: Have parents list in three minutes, on a piece of paper, all the strong points that they see in their child (use same child as in the CAREERS activity). Pass out "characteristic" worksheets, page D-79. Have each person go through the list and check the ones they thought of. Then have them think about each characteristic they didn't have. Do they see it as a positive characteristic? Does their child have that attribute?

Discussion: Why did you check the different characteristics as being positive or not? Do you think other parents might find some attributes that you checked NO as being positive? Why? How do your feelings about their strengths affect your children? How does your heritage affect these values?

The important outcome of this discussion is to have parents consciously think and value and perhaps recognize previously unattributed strengths their children have.

The following discussion ties the STRENGTHS activity to the CAREERS activity.

Looking at the positive characteristics you listed for your child and the potential careers, try to find 2 more types of jobs (ones you haven't already listed) in which some of the child's characteristics would be beneficial. Try to find a career that might benefit from a characteristic your child has that you don't necessarily value.

EXAMPLES FOR STRENGTHS AND CAREERS:

<u>Characteristic</u>	<u>Potential Career</u>
Real talkative	Teaching
Quiet	Research, journalism, accounting
High energy level	Reporter, administrator, athlete
Helpful	Medical/social services, ministry

How can you learn to notice the good characteristics in your child that might not fit a traditional value but be very valuable in new ways?

One of the major factors underlying a negative self-concept is the absence of a positive view of oneself and one's role in the future.

You may give an example that will be relevant to your audience. Different examples may be used to fit the specific value systems of your audience. The following examples are given as a model and may not necessarily relate to your particular participants.

Boys may not be encouraged to pursue a higher education or even complete high school by their parents. This may be true because the parents believe that boys should help support the family. Or similarly, girls may not be encouraged to get an

education because their role is seen to be to help raise the rest of the family, or to get married and have their own family.

Even if a young girl is encouraged to get an education and have a profession she may feel a conflict with these traditional values.

A young man interested in working with young children (e.g., in a headstart program) could be discouraged, as raising and teaching young children is perceived as a woman's role.

On the other hand, a child that does not particularly have verbal skills and might do technical or manual work very well might not be encouraged because the parent is determined to reverse a traditional stereotype and wants the child to excel in a professional career.

We as parents can be conscious of several positive actions we can take:

- Try to notice and be open to a young person's positive attributes even if they don't fit into preconceived ideas.
- Picture some careers that are possible for the child. Try to notice good role models and expose your children to them.
- Talk about a variety of careers. Support potentially good ideas that the child likes. Avoid pushing them into patterns that are uncomfortable for them.
- Find out about careers and training for careers available locally.

(Facilitator: Check with high schools, local voc/tech schools, junior colleges, the job service for career suggestions.)

Another good activity for validating differences is STEREOTYPES, page C-42.

5. creating a secure environment

See page A-20.

In many families, social pressures, financial needs, and priorities have changed so that families work differently than in the past. Traditionally a mother was home when the child got home so a sense of security, of being nurtured, was very much in evidence. In many cases mothers now have to work, or the traditional extended family has broken down. Often a gap exists. The father may be uncomfortable about, unable, or just not present to help fill that vacuum. Many feel it just isn't macho.

The most important step here is to somehow still make the home a place where the child feels nurtured and secure even with less contact time. The amount of time isn't as important as the environment created.

Have parents identify one single small way they could increase the sense of security/belonging:

- Let them know you love them for themselves (despite their actions), not for what they do or provide.
- Call home to see if everything is OK.
- Have a special place for the child to go or to check in each day.
- Hold a family council where every family member has a say and no one is discounted (see Communications Section for a description). Listen to children when they want to talk.

6. role modeling self-esteem

See page A-21.

Have parents analyze whether they provide a traditional or current "role model." What characteristics do they want their children to keep? To change? What special characteristics that are hispanic would you like to see them keep? How do they feel about themselves? Children pick up feelings from parents. Increasing the parent's self-concept will improve the child's self-concept.

Note: Perceived "menial job status" contributes to low self-esteem. Emphasize importance of all work, pride in doing a job well no matter what it is. The work isn't important, how well it is done is!

WORKSHOP II COMMUNICATIONS

These are suggested additions to the Adult Communications Workshop.

role model

Our models communicate patterns for children to follow as they mature. Normal children want to mature quickly. They try to assume outward manifestations of what they see as being "grownup." However, as old traditions break down, sex roles and social pressures change, children are often confused about what it means to be an adult. Many times they think being grownup requires being sexually active, having children, using alcohol or drugs, smoking, and being out of school and working. They often do not see some of the most important characteristics of maturity.

Have parents participate in the GROWNUPS activity, page C-37, and pretend they are 11-13 years old. Have them list things they thought were grown up at that age or that they think children view as grown up now.

Most of the characteristics will fall under behavioral, physical, or social classifications:

Examples:

Behavioral - work, have children, tell kids what to do (control), smoke, use alcohol, stay up late, sexual activities.

Physical - grownup body characteristics, strong.

Social - go to parties, be married, have friends.

Have the participants think of things they hear adults say that reinforce a child thinking that some potentially harmful behaviors are "grownup."

Examples: "No, you can't have a cigarette until you are a big girl."
"You aren't old enough to go to the bar with dad."

What other things do they see in the media, hear in modern songs?

How do these messages encourage them to be involved in problem behaviors?

To complete the activity, have participants add five more characteristics of maturity that may not be obvious to children.

Try to draw out some of the following characteristics:

Behavioral: help others

Emotional: stability, ability to care for self and others, understands basic needs, assumes responsibility for self, selflessness.

Social: contributes to community, maintains a home, understands how to fill basic needs in a socially acceptable manner, ability to listen to others.

Intellectual: have knowledge of skills/money management, can think through problems, can understand ethical issues.

Lead a discussion of what adults can share with children on the above list - decision-making processes, pain, joy. The values of privacy and protecting children may be in conflict with sharing some mature issues with children. What compromises could be made to help children learn? Discuss the value of seeing small stages of adult problem solving, etc. Have each participant think of one way they personally could expand their child's perception of maturity.

Emphasize the importance of adults sharing truly mature characteristics, the processes of thinking through a problem, deciding what is appropriate for different circumstances.

Another dimension to this activity is to add male and female characteristics of maturity, both traditional and current views.

Conclude with a discussion that the role parents play at home is an indelible pattern for their child's understanding of his or her future role in society.

sensitivity exercises

The only way to communicate with children is to relate to the way they are thinking and feeling and to communicate on that level. The following exercise gives parents an opportunity to experience a child's viewpoint.

turning the tables

Have the group identify a list of acceptable actions that adults enjoy, things that are a very important part of their social interactions.

- church
- family dinners
- going out with friends

440

- visiting with neighbors
- going to work (a job you really want and like)

Divide into subgroups of five. Four people are to act as children; one the parent. Suddenly the tables are turned. The children have the "power" over the parent. They set the rules.

Have the "parent" choose a very important aspect of their lives. The children call the parent in to discuss the "behavior" and forbid it. Role play. (Use the techniques you would use on your own children.)

Discussion: Ask "parent" how it feels. Why? What would work the best? Feel the best? Be the most likely to draw out rational discussion?

Discuss the traditional issue of parental respect and power versus new issue of children's equality.

Discuss how a traditional view of authority can cause a breakdown in communications and ways to overcome the breakdown (e.g., I messages, listening skills).

Refer to Communications activities, pages A-29 through A-43. Emphasize the importance of empathizing with feelings as a way to reduce barriers of communications.

I messages

See page A-36.

Optional scripts to define "I Messages."

4. Your replacement is late for his (her) shift. You can't leave. You have to work late which means you can't attend an important family gathering. When he (she) finally appears:

You messages:

- a. Worker (angrily): You lazy bum, nobody can depend on you. You should be fired.

Co-worker (also angry): You think you are some hot shot. Why should I be here just because you want to leave!

I messages:

- b. Worker (more calmly): I'm feeling really angry. I needed to be home an hour ago and couldn't leave until you came. My plans are all messed up. If you can't be on time next time, get a replacement.

Co-worker (calmly): I didn't mean to put you out. I'll try to be on time from now on.

5. Your child's teacher is coming down hard and you feel it is unfair. You are called to a meeting:

You messages:

- a. Parent (angrily): You are just prejudiced, you don't give my kid a chance.

Teacher (equally angry): I can see why your kid has problems. If you were a better parent, he (she) would have a chance.

I messages:

- b. Parent (more calmly): I feel my child isn't being judged fairly. I know he (she) has had some trouble but he (she) also has some good qualities. It'd like to see those mentioned, too. Maybe with a positive approach we can solve the problem.

Teacher (also calm): I will try to see both sides. Let's find some way to remedy the problem.

assertive behavior

See page A-41.

Add discussion:

How does hispanic culture affect assertiveness? How would it change between you and a grandparent, a co-worker, a spouse? (Remember: Assertiveness emphasizes being equally sensitive to personal needs as well as the needs of others.)

What specific barriers to being assertive occur in hispanics? (Religion, women with husbands, children with adults, outside the family) What ways can be used to reduce these barriers? (Practice, start small, practice with a friend)

Using assertive communication is a choice. A person may choose not to exert that right and not feel guilty. The important thing is that a person understands the choice and can decide between the options of what will happen if you do and if you don't.

resisting peer pressure

You may also want to discuss the impact a cultural identity has on the ability to resist peer pressures.

- The need to be perceived as being like the dominant culture.
- The need to be strongly accepted by a group because of prejudices encountered in other social interactions.

Factors like this can make children more susceptible to pressures.

Parental feelings and role models are very important to identify. How the parent handles these peer and social pressures will affect the children's patterns.

WORKSHOP III SELF-RESPONSIBILITY

time line of responsibility

See page A-58.

You may want to add:

- Quit school to help support family
- Quit school and go to work
- Attend public instead of religious or private school
- Make a personal choice on church attendance
- Be out of the house without parents knowing where
- Follow direction of friends instead of family

responsibility - internal control

See page A-62.

Optional activity after the discussion:

Have the adults in the workshop identify three actions they have taken that were internally controlled and three that were externally controlled.

Examples: "I decided not to get upset when my sister-in-law gossiped about me." (Internal Control)

"I was upset when I stayed home and made dinner for my husband's family when I wanted to be with my visiting grandmother." (Externally Controlled)

Discuss how background and culture affect this. Have participants find one area where they are externally controlled that they would like to change to be more internally controlled.

taking responsibility

See page A-65.

You may want to add:

"I have to take care of my sister's children."

"I have to let my children go to the concert with their friends."

"I have to tolerate my spouses drinking/temper/nagging."

Role models for external control - Have parent classify several of the child's role models.

the rescuing game

See page A-72.

Discussion should include finding cultural patterns for rescuing, being a victim or a persecutor. Are these beneficial or not? Why?

Example: Over protecting a young girl from social realities is rescuing her. She is forced into a victim or powerless role.

WORKSHOP IV DECISION-MAKING

needs

See page A-78.

To add cultural relevance to this activity have adults brainstorm special forms needs take that they or their children have specifically because of their hispanic background. Select one or two of these needs. Identify, for these needs, some potential harmful behaviors children (or adults if you are working with the adult needs) may engage in to fill the needs. Then come up with a list of more healthy behaviors that can meet the same needs.

Conclude discussion so parents realize children (and their behaviors) are motivated by very real needs. One way to reduce unwanted behaviors is to help them find healthy ways to meet the same needs.

Example: The need to belong or feel loved, get special attention from loved ones.

Potentially harmful behavior - become pregnant to have baby to love.

Healthy behavior - get young person involved in a rewarding activity, e.g., dance group.

the most important thing

See page A-81.

Discuss how tradition and ethnicity affect the priorities.

Point out that making a personal priority list (as done in this activity) can help with difficult decisions later if a person thinks about it.

Example: If teenagers put family as a top priority they may think twice before getting involved with drugs. If they put their future as a priority it might prevent them from dropping out of school.

deciding on important outcomes

See page A-85.

Pages C-57 through C-64 list several activities that help adults and children look at values and important issues.

THE MOST IMPORTANT THING activity can be reinforced by any of these activities to give a background (if needed) for this section.

You may add to the list of need examples a spiritual need to follow God's wishes.

finding creative alternatives

See page A-86.

In finding good solutions and new perspectives (page A-87) have participants work through the alternatives activity on page C-70.

What resources would you or your children find comfortable using?
What resources are available that you aren't comfortable using? Why?
How could modesty/need for privacy interfere with making good decisions?
Try to find one "new" resource you would be willing to use. How can you model for your children using resources to make good decisions?

How can cultural influences inhibit and/or assist good decisions?

putting the pieces together

See page A-89.

Additional discussion questions:

What cultural patterns are helpful in making decisions? Which ones are potentially harmful? How can looking at one's own decision-making processes help children make better decisions?

3. Mexican American
4. Spanish American, Latin American, Hispanic American, American
5. Anglo American or other
4. Which ethnic identification does (did) your mother use?
1. Mexican
2. Chicano
3. Mexican American
4. Spanish, Hispanic, Latin American, American
5. Anglo American or other
5. Which ethnic identification does (did) your father use?
1. Mexican
2. Chicano
3. Mexican American
4. Spanish, Hispanic, Latin American, American
5. Anglo American or other
- 6-7. What was the ethnic origin of the friends and peers you had, as a child up to age 6? (use codes 1-5 below)
from 6 to 18? (use codes 1-5 below)
1. Almost exclusively Mexicans, Chicanos, Mexican Americans (LA RAZA)
2. Mostly Mexicans, Chicanos, Mexican Americans
3. About equally Raza (Mexicans, Chicanos, or Mexican Americans) and Anglos or other ethnic groups
4. Mostly Anglos, Blacks, or other ethnic groups
5. Almost exclusively Anglos, Blacks, or other ethnic groups
8. Whom do you now associate with in the outside community?
1. Almost exclusively Mexicans, Chicanos, Mexican Americans (La Raza)
2. Mostly Mexicans, Chicanos, Mexican Americans
3. About equally Raza (Mexicans, Chicanos, or Mexican Americans) and Anglos or other ethnic groups
4. Mostly Anglos, Blacks, or other ethnic groups
5. Almost exclusively Anglos, Blacks, or other ethnic groups
9. What is your music preference?
1. Only Spanish
2. Mostly Spanish
3. Equally Spanish and English
4. Mostly English
5. English only
10. What is your TV viewing preference?
1. Only programs in Spanish
2. Mostly programs in Spanish
3. Equally Spanish and English programs
3. México Americano
4. Español Americano, Latino Americano, Hispánico Americano, Americano
5. Anglo Americano u otro
4. ¿Cuál identificación étnica tiene (tenía) su madre?
1. Mexicana
2. Chicana
3. México Americana
4. Española, Latina Americana, Hispánica, Americana
5. Anglo Americana u otro
5. ¿Cuál identificación étnica tiene (tenía) su padre?
1. Mexicano
2. Chicano
3. México Americano
4. Español, Hispánico, Latino Americano, Americano
5. Anglo Americano u otro
- 6-7. ¿Cuál era el origen étnico de sus amigos y compañeros hasta la edad de seis (6) años? (use codes 1-5 below)
de 6 a 18? (use codes 1-5 below)
1. Exclusivamente Mexicanos, Chicanos, México Americanos (LA RAZA)
2. En su mayoría Mexicanos, Chicanos, México Americanos (LA RAZA)
3. Casi igual (Mexicanos, Chicanos, México Americanos o RAZA) y otros grupos étnicos
4. En su mayoría Anglo Americanos, Negros u otros grupos étnicos
5. Exclusivamente Anglo Americanos, Negros u otros grupos étnicos
8. ¿Con quién se asocia ahora en la comunidad?
1. Exclusivamente Mexicanos, Chicanos, México Americanos (Raza)
2. En su mayoría Mexicanos, Chicanos, México Americanos (Raza)
3. Casi igual (Mexicanos, Chicanos, México Americanos o Raza) y otros grupos étnicos
4. En su mayoría Anglo Americanos, Negros u otros grupos étnicos
5. Exclusivamente Anglo Americanos, Negros u otros grupos étnicos
9. ¿Cuál música prefiere?
1. Solamente música en Español
2. Por la mayor parte en Español
3. Casi igual en español como Inglés
4. Por la mayor parte en Inglés
5. Solamente Inglés
10. ¿Qué tipo de programas de televisión prefiere?
1. Solamente programas en Español
2. Por la mayor parte programas en Español

4. Mostly programs in English
5. Only programs in English
11. What is your movie preference?
1. Spanish-language movies only
2. Spanish-language movies mostly
3. Equally English/Spanish
4. English-language movies mostly
5. English-language movies only
12. a. Where were you born (subject)
☐ Mexico ☐ U.S. ☐ Other
(Parents)
b. Where was your father born?
☐ Mexico ☐ U.S. ☐ Other
c. Where was your mother born?
☐ Mexico ☐ U.S. ☐ Other
(Grandparents)
d. Where was your father's mother born?
☐ Mexico ☐ U.S. ☐ Other
e. Where was your father's father born?
☐ Mexico ☐ U.S. ☐ Other
f. Where was your mother's mother born?
☐ Mexico ☐ U.S. ☐ Other
g. Where was your mother's father born?
☐ Mexico ☐ U.S. ☐ Other
3. Igual programas en Español como Inglés
4. Por la mayor parte en Inglés
5. Solamente programas en Inglés
11. ¿Qué tipo de películas prefiere?
1. Solamente películas en Español
2. Por la mayor parte películas en Español
3. Igual Inglés y Español
4. Por la mayor parte en Inglés
5. Solamente películas en Inglés
12. a. ¿En dónde nació usted? (sujeto)
☐ México ☐ Estados Unidos
☐ Otro País
(Padres)
b. ¿En dónde nació su padre?
☐ México ☐ Estados Unidos
☐ Otro País
c. ¿En dónde nació su madre?
☐ México ☐ Estados Unidos
☐ Otro País
(Abuelos)
d. ¿En dónde nació la mamá de su padre?
☐ México ☐ Estados Unidos
☐ Otro País
e. ¿En dónde nació el papá de su padre?
☐ México ☐ Estados Unidos
☐ Otro País
f. ¿En dónde nació la mamá de su madre?
☐ México ☐ Estados Unidos
☐ Otro País
g. ¿En dónde nació el papá de su madre?
☐ México ☐ Estados Unidos
☐ Otro País

On the basis of the above answers, circle the generation that best applies.

1. 1st generation = subject born in Mexico or other
2. 2nd generation = subject born in U.S., either parent born in Mexico or other
3. 3rd generation = subject born in U.S., both parents born in U.S., and all grandparents born in Mexico or other
4. 4th generation = subject and parents born in U.S. and at least one grandparent born in Mexico or other with remainder born in the U.S.
5. 5th generation = subject and parents born in U.S. and all grandparents born in U.S.

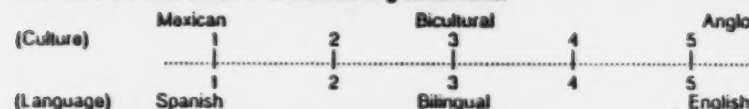
Sobre la información anterior indique el número de la generación que mejor le corresponde.

1. 1a generación = sujeto nació en México u otro país
2. 2a generación = sujeto nació en los Estados Unidos, cualquiera de sus padres nacidos en México u otro país
3. 3a generación = sujeto nació en los Estados Unidos, sus dos padres nacidos en los Estados Unidos y todos los abuelos nacidos en México u otro país
4. 4a generación = sujeto nació en los Estados Unidos, los dos padres nacidos en los Estados Unidos y por lo menos un abuelo nacido en México u otro país
5. 5a generación = sujeto y sus dos padres nacidos en los Estados Unidos y todos sus abuelos nacidos en los Estados Unidos

Appendix A
Acculturation Rating Scale for Mexican Americans

Name	Nombre
Sex	Sexo
Age	Edad
Marital Status	Estado Civil
What is your religious preference?	¿Cuál es su religión predilecta?
Last grade completed in school:	¿Hasta que grado asistió usted en la escuela?
1. Elementary 0-5 2. 6-8 3. 9-12 4. 1-2 years of college 5. 2 years of college or more	1. Primaria-6 2. Secundaria 7-9 3. Preparatoria 10-12 4. Universidad 1-2 años 5. Universidad 2 años y más

This questionnaire is designed to yield a measure of acculturation in Mexican Americans. With normal adults, it may be self-administered or given in groups. However, with certain clinical populations, individual administration is required, often incorporating the use of an informant and additional observational data. In such cases, the rater is required to make a judgmental rating for the subject. (For a complete set of instructions, please refer to the instructional material that accompanies this scale.) Items are presented in English, Spanish, or in both languages depending on the subject's preference. All items are scored in relation to one or the other of the following continuums:



Where more than one answer seems appropriate, the subject or rater should base their choice, as best possible, on what would be most correct under normal circumstances or under most conditions.

Circle the number next to the answer that best fits the question.

Indique con un círculo la respuesta que considere mas adecuada.

1. What language do you speak?
 1. Spanish only
 2. Mostly Spanish, some English
 3. Spanish and English about equally (bilingual)
 4. Mostly English, some Spanish
 5. English only
2. What language do you prefer?
 1. Spanish only
 2. Mostly Spanish, some English
 3. Spanish and English about equally (bilingual)
 4. Mostly English, some Spanish
 5. English only
3. How do you identify yourself?
 1. Mexican
 2. Chicano

1. ¿Qué idioma habla usted?
 1. Solamente Español
 2. Mas Español, menos Inglés
 3. Igual en Español y en Inglés (bilingüe)
 4. Mas Inglés, menos Español
 5. Solamente Inglés
2. ¿En qué idioma prefiere hablar?
 1. Solamente Español
 2. Mas Español, menos Inglés
 3. Igual en Español que en Inglés (bilingüe)
 4. Mas Inglés, menos Español
 5. Solamente Inglés
3. ¿Cómo se identifica usted?
 1. Mexicano
 2. Chicano

ACCULTURATION SCALE FOR MEXICAN AMERICANS

by I. Cuellar, L.C. Harris, and Ricardo Jasso

13. Where were you raised?
1. In Mexico only
 2. Mostly in Mexico, some in U.S.
 3. Equally in U.S. and Mexico
 4. Mostly in U.S., some in Mexico
 5. In U.S. only
14. What contact have you had with Mexico?
1. Raised for one year or more in Mexico
 2. Lived for less than 1 year in Mexico
 3. Occasional visits to Mexico
 4. Occasional communications (letters, phone calls, etc.) with people in Mexico
 5. No exposure or communications with people in Mexico
15. What is your food preference?
1. Exclusively Mexican food
 2. Mostly Mexican food, some American
 3. About equally Mexican and American
 4. Mostly American food
 5. Exclusively American food
16. In what language do you think?
1. Only in Spanish
 2. Mostly in Spanish
 3. Equally in English and Spanish
 4. Mostly in English
 5. Only in English
17. Can you read Spanish? ☐ Yes ☐ No
Can you read English? ☐ Yes ☐ No
Which do you read better? Rate the subject on the following continuum:
1. Reads only Spanish
 2. Reads Spanish better than English
 3. Reads both Spanish and English equally well
 4. Reads English better than Spanish
 5. Reads only English
18. Can you write in English?
Yes ☐ No ☐
Can you write in Spanish?
Yes ☐ No ☐
Which do you write better? Rate the subject on the following continuum:
1. Writes only Spanish
 2. Writes Spanish better than English
 3. Writes both Spanish and English equally well
 4. Writes English better than Spanish
 5. Writes only in English
19. If you consider yourself a Mexican, Chicano, Mexican American, member of La Raza, or however you identify
13. ¿En dónde creció usted?
1. En México
 2. La mayor parte del tiempo en México y la menor parte en los Estados Unidos
 3. La misma cantidad de tiempo en los Estados Unidos y en México
 4. La mayor parte del tiempo en los Estados Unidos y la menor parte en México
 5. En Los Estados Unidos
14. ¿Qué contacto ha tenido usted con México?
1. Criado un año o más en México
 2. Criado menos de un año en México
 3. Visitas ocasionales a México
 4. Comunicaciones ocasionales (cartas, llamadas telefónicas, etc.) con gente de México
 5. Ningún contacto o comunicación con gente de México
15. ¿Qué tipo de comida prefiere?
1. Solamente comida Mexicana
 2. Por la mayor parte comida Mexicana, parte Americana
 3. Lo mismo Mexicana y Americana
 4. Por la mayor parte comida Americana
 5. Solamente comida Americana
16. ¿En qué idioma piensa usted?
1. Solamente en Español
 2. La mayor parte en Español
 3. Igual en Inglés y Español
 4. La mayor parte en Inglés
 5. Solamente en Inglés
17. ¿Puede leer en Español? ☐ Sí ☐ No
☐
¿Puede leer en Inglés? ☐ Sí ☐ No ☐
¿En cuál lenguaje lee mejor? Indique con un círculo el número que mejor corresponde:
1. Lee solamente Español
 2. Lee mejor Español que Inglés
 3. Lee igual en Inglés que en Español
 4. Lee mejor en Inglés que en Español
 5. Lee solamente en Inglés
18. ¿Puede escribir en Inglés?
☐ Sí ☐ No
¿Puede escribir en Español?
☐ Sí ☐ No
¿En cuál lenguaje escribe mejor? Indique con un círculo el número que mejor corresponde:
1. Escribe solamente en Español
 2. Escribe mejor en Español
 3. Escribe igual en Inglés y Español
 4. Escribe mejor en Inglés que en Español
 5. Escribe solamente en Inglés
19. ¿Si se considera usted como Mexicano, Chicano, México Americano, Miembro de la Raza, o cualquiera que

this group, how much pride do you have in this group?

1. Extremely proud
2. Moderately proud
3. Little pride
4. No pride but does not feel negative toward group
5. No pride and feels negative toward La Raza

sea su identidad con este grupo, qué tan orgulloso se siente de ser un miembro de este grupo?

1. Extremo orgullo
2. Orgulloso moderadamente
3. Poco de orgullo
4. Nada de orgullo, pero tampoco no se siente negativo respecto a este grupo
5. Nada de orgullo y tiene sentimientos negativos hacia miembros de La Raza

20. How would you rate yourself?
1. Very Mexican
 2. Mostly Mexican
 3. Bicultural
 4. Mostly Anglicized
 5. Very Anglicized

20. ¿Qué clasificación se daría a usted mismo?
1. Muy Mexicano
 2. En gran parte Mexicano
 3. Bicultural en gran parte
 4. En gran parte Americanizado
 5. Muy Americanizado

Total score _____ Total score is the sum of all 20 multiple-choice items circled.
Average score _____ Average score is the total score divided by 20.

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HISPANIC ADAPTATIONS

SUPPLEMENTARY MATERIALS

TEEN WORKSHOP SERIES

The teen workshops in Section B are designed to provide basic understanding and skills that are applicable cross-culturally. This supplement offers activities that deal with ethnic related issues as they affect self-concept, self-responsibility, communications, role modeling, and decision-making processes.

This supplement is to be used side by side with the teen workshops and activities indicated in the text. It follows the outline of the workshops and suggests how additional activities and discussion questions can be used. It may be removed and used alongside the section starting on page B-1. The activities can also be used independently to address specific issues.

Five primary issues are addressed:

- Transition between traditional and current values and lifestyles
- Maturity - looking at cultural views and expectations
- Biculturalism*
- Prejudice, Racism, Stereotypes
- Ethnic identity

Facilitators are encouraged to read some of the bibliographical references on cultural awareness available from the DARE to be You Office, especially if they are not already involved in the ethnic community.

* A culture is defined as a set of values and behaviors that is shared by a group of people. Bicultural defines a person that is able to live and function comfortably in two different cultures.

WORKSHOP I DEVELOPMENT OF SELF-CONCEPT

M&M game

See page B-9.

Add #4 - Something I like about myself that is true because I am hispanic (chicano). Examples: knowing my heritage gives me a sense of being "rooted" and centered, I feel I belong and am supported by my family.

Add discussion questions: What kinds of things do we usually say about ourselves? What kinds of things do others say? What difference does being hispanic (chicano) make in the ability to say good things about ourselves, others?

Point out to teens that their feelings about their ethnic identity affect their self-concept. It is important for them to feel OK about who they are and to help others feel okay. Constant negatives, even done as joking, can erode self-concept.

IALAC

See page B-10.

Use "A Day in the Life of an Hispanic Teen." Start out with _____ (use a familiar name here) going from hassles with siblings and parents in the morning to problems encountered at school. Get participants to add things that normally happen in a day that "tear up" the IALAC sign. At the very end, when the sign is small, add some positives to "build up" the sign.

1. behavior knowledge

See page B-12.

Teens may think of traditional cultural skills they would like to learn to improve their self-concept through behaviors. What can a teen share with younger friends and family to increase their self-concept?

Also a section of activities on dropping out of school can be added. The skills and training available in high school are important ways to increase self-concept by expanding the behavior-knowledge part of the circle. Use the following activity or refer to the dropout program (pages C-301 to C-314), a special workshop to prevent school dropouts developed largely by hispanic youth.

why not drop out?

Have participants brainstorm a list of reasons why hispanic students drop out.

Have participants list ways they could counteract the problems for themselves, for others.

See page C-301 for additional ideas.

2. positive reflections

See page B-13.

To add depth in the area of ethnic identity have the participants "keep score" of ethnic related input they receive for a period of time (a day or two) - a positive and negative column. Have them bring it to the next section and discuss how that input affects their self-concept.

Also have them keep a score card of the positive and negative input they give some other person. Are they giving more positives or negatives? Why?

This can be a difficult exercise in some environments. If you feel the participants may receive substantial negatives be sure to use the STEREOTYPES activity (page C-42) before they start the activity or as part of the processing when they return.

Discussion: Where did the positives come from? The negatives? Do you think negative comments were based on reality or stereotypes, biases, or a habit of being negative? What are ways of dealing with the negative comments? See pages B-16 and C-42, recognizing the negative. The section on self-responsibility also covers ways to deal with negative input.

prideline

See page C-8.

Add to the discussion questions: What things make you proud that come from being hispanic? What are some advantages you have because of your culture? What traditional or cultural things give you pride?

Brainstorm a list.

awards pads

See page B-14.

Add: Give an award to someone for something ethnically related.

positive memories

See page B-15.

Add cultural depth by thinking of at least one thing that happened because of ethnic identity. (Some memories will be negative. They can be discussed in a later activity.)

3. recognizing the negative

See page B-16.

Use STEREOTYPES activity (page C-42) with teens. This activity deals with some of the dynamics of prejudice. Add discussion questions:

What effects do prejudice/stereotypes have on self-concept/behavior? On the judging side? How true are most stereotypes? Why? One culture often views an attribute as good, another views it as bad, how can this be harmful? Helpful? Where do stereotypes originate?

This section can be an appropriate time to deal with the negatives that the participants receive because of their ethnic identity. Discuss: Where do the negative comments/actions come from? From what kind of people do they come? Are the negatives based on reality or do they come from stereotypes? How can we counteract the feelings they cause or their impact on us? What kinds of over- or counter- reactions can be caused? Have each person identify one of their defense mechanisms.

Ask: Do you feel you have to hide your feelings from family? Friends? Why can hiding negative feelings make them more difficult? How can you help others deal with negative feelings?

4. validating differences

See page B-17.

These activities will allow young people to assess personal strengths and tie those strengths to potential careers. They may do this activity with a partner to compare similarities and differences to validate everyone uniqueness. This needs to be done in a positive way.

careers

Have each participant think of 5-10 career possibilities for themselves (this may be difficult). Have them write these out on a piece of paper and set aside for a later activity.

strengths

Have participants go through the "characteristics worksheets," page D-80 individually for themselves. Then (optional) share lists with a partner. Emphasize finding positives in each others lists.

Looking at their strengths, have participants go back to career lists and try to think of several more careers they could have that would use the strengths.

Have the entire group brainstorm a master career list and use the job lists or make job cards (see Adult Supplement, pages E-8/9).

Ask: How many thought of new possibilities for themselves? How can you notice and value differences in others?

5. creating a secure environment

See page B-19.

Have participants identify places they feel they belong. Have them think of ways they can help provide a sense of belonging and security for others.

memories of junior high years

See page B-18.

Find positive and negative memories that relate to ethnic identity. How do they fit into steps 1-5 in the development of self-esteem?

6. role modeling self-esteem

See page B-20.

Add cultural depth by discussing how modeling self-esteem helps others with the same ethnic identity. What is the effect of not being self-esteeming? Have participants identify self-esteeming hispanic role models. Use the HEROES/HEROINES activity (page C-38) to help youth identify their role models.

WORKSHOP II COMMUNICATIONS

non-listening activity

See page B-27.

Use BACK TO BACK activity (page C-43) in addition to or instead of NON-LISTENERS.

Add discussion questions: What kinds of barriers to communication can occur because of cultural differences (ways of describing things, frames of reference, beliefs)? How does that lead to prejudice?

double messages

See page B-33.

Add discussion questions: Is this method common in your culture? Is it traditional or new? How does it affect others perceptions of you? Why? How does it affect your interactions with others?

Identify one or two cases where you would send a double message. Can you think of a situation where you might communicate better without sending a double message?

Lead into "I MESSAGES" as possible solutions.

I messages

See page B-34.

Add example of an "I Message" situation:

5. An acquaintance criticizes/insults your group (or family or culture).

Example of good solutions/responses:

- I'm really sad that you let something so shallow get in the way of making friends.

Also see Adult Section, pages E-15/16, and Assertive Behavior, page B-40.

Add discussion: How does hispanic culture affect assertiveness? How would it change between yourself and a friend, a parent, a grandparent, teachers, employers? (Remember: Assertiveness emphasizes being equally sensitive to personal needs as well as the needs of others.) What can be done to reduce the barriers to communicating assertively?

resisting peer pressure

See page B-43.

You may want to add a discussion of the impact a cultural identity has on the ability to resist peer pressure for potentially harmful behaviors.

Examples:

Pros: Traditional ideals of male/female roles may prevent some negative behaviors.

Family identity may offer a strong support system.

Positive role models may discourage problem behaviors.

Cons: The need to be perceived like a dominant culture can make children more susceptible.

The need to be strongly accepted by a group because of prejudices encountered in other social interactions can also make children at risk.

Negative role models may encourage problem behaviors.

Role models and society's expectations communicate to children how they need to behave. Normal young people want to grow up quickly and so they pattern their behavior after adult or older teens patterns.

Two activities to let teens look at their role models and perceptions are GROWNUPS, page C-37 (also see Adult Section, page E-17) and PICTURE A HERO/HEROINE, page C-38.

WORKSHOP III SELF-RESPONSIBILITY

time line of responsibility

See page B-53.

You may want to add:

- Quit school to help support family
- Quit school and go to work
- Attend public instead of religious or private school
- Make a personal choice on church attendance
- Be out of the house without parents knowing where
- Follow directions of friends instead of family

See where they would place the cards as themselves then pretending that they are parents and are talking about their future (or present!) children.

responsibility - internal control

See page B-57.

Have participants identify 2-3 actions they have taken that were externally controlled and 2-3 actions that were internally controlled.

Discuss adult role models and find examples of internal and external control.

Discuss how culture and ethnic role models all affect development of internal control (tradition, religion, current social pressures).

Group leader should think of personal examples to share ahead of time.

Have them find one area in which they are externally controlled and how they might take control.

recognizing feelings

See page B-59.

Add cultural depth by asking to identify 2-3 feelings they have because of ethnic identity. (Can be a followup on the FLASHBACK portion of the Self-Esteem Workshop.)

Some of the feelings may be negative and processing this should be deferred until after the VILLAINS AND VICTIMS activity.

taking responsibility

See page B-61.

You may want to give some examples:

"I have to take care of my aunt's children."

"I have to quit school and get a job."

"I have to go along with my friends or they won't accept me."

Role models for external control:

Have participants identify several external and internal role models. How do the participants classify themselves most of the time?

In sections 1-5, pages B-62/63 you may want to add ethnic relevance by pointing out cultural patterns that enhance or undercut each of these points.

villains and victims

See page B-64.

(You may add a time when you experienced prejudice.)

"The waitress really made me mad, you could tell she was prejudiced."

the rescuing game

See page B-67.

Discussion should include finding cultural patterns for rescuing, being a victim or a persecutor. Are these beneficial or not? Why?

Example: Over protecting a young girl from social realities is rescuing. She is forced into a victim or powerless role.

reacting to prejudice

To process responses to perceived stereotyping or prejudices have the participants link these feelings to internal and external control. As an example work through this exercise:

Have the participants individually think of (or brainstorm a list as a group) examples where they felt prejudged or stereotyped. Select the example below or an example from an earlier activity. Have the participants identify how they responded in that situation -- acted and felt. Have them identify whether those responses were reactions (actions they did not consciously take but were patterns they had learned from others). Have them decide what possible other actions they could take. Have them choose which actions they would feel best about.

Discuss how some actions or reactions to stereotypes can reconfirm the stereotype.

Example: A young girl is labelled as being "stuck up," (perhaps she is just shy). Others make fun of her and call her "stuck up." She withdraws even more, externally acting aloof when she is just frightened or shy.

WORKSHOP IV DECISION-MAKING

needs

See page B-72.

To add cultural relevance to this activity have the teens identify several specific needs they have. Select one or two of the needs and identify potentially harmful behaviors that might result. Come up with a list of healthy behaviors that could also fill those needs.

Example: The need to belong or feel loved, get special attention from loved ones.

Potentially harmful behaviors - become pregnant to have baby to love, use drugs to belong to a group.

Healthy behavior - become involved in a rewarding activity, e.g., dance group.

the most important thing

See page B-75.

Discuss how tradition and ethnicity affect these priorities.

Point out how making a personal priority list helps with daily choices and especially helps with difficult decisions.

Example: If teenagers put their family as a top priority they may think twice before getting involved with drugs. If they put their future as a priority it might prevent them from dropping out of school.

alternatives

See page B-76.

Ask: Do you think being hispanic makes some alternatives unacceptable (or acceptable) that might not be true for non-hispanic friends? Why? Do you feel okay about maintaining your identity in choosing alternatives?

deciding on important outcomes

See page B-80.

You may wish to add to the list of needs the spiritual need to follow God's wishes.

Optional discussion questions to add cultural depth: How does your ethnic background affect your priority list? What do you consider or feel you need to consider because you are hispanic? (Examples, families expectations, need to break a stereotype.)

Pages C-57 to C-64 have activities that can be added to help teens look at values in helping to set personal priorities.

finding creative alternatives

See page B-82.

Use ALTERNATIVES activity, page C-70, and Resource List, page D-81.

Have participants make a list of resources they are comfortable using.

Questions:

What resources are available that you aren't comfortable using? Why? How can modesty/need for privacy/fear of being negatively judged interfere with making good decisions? How does your culture affect your use of these resources?

Find one "new" resource you would be willing to use.

How can cultural influences assist or inhibit good decisions? Help good decisions?

putting the pieces together

See page B-84.

Additional discussion questions:

What cultural patterns are helpful in making decisions? Which ones are potentially harmful? How can looking at one's own decision-making processes help others make better decisions?

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RESOURCES

DARE to be You Request Form

BOOKS/GUIDES:	Quantity	Total Price
DARE to be You Training Manual - \$40.00	_____	_____
DARE to be You Guidance Curricula - \$10.00	_____	_____
Self-Esteem Booklet - \$3.50	_____	_____
Making Decisions - A Guide - \$6.00 (with gameboard and activity masters)	_____	_____
Communication Skills - A Guide - \$5.00	_____	_____
DARE Process for Health Care Providers - \$5.00	_____	_____
SUPPLEMENTARY MATERIALS:		
Making Decisions - Activity Pac - \$10.00 (25 each of 10 activities)	_____	_____
DARE to be You Award Pads - \$.50 each	_____	_____
Warm Fuzzies - \$.40 each	_____	_____
Choices Workboards - \$.50 each	_____	_____
DARE 14" x 18" Posters - \$.75 each	_____	_____
TOTAL ORDER: (10% discount for orders of 15 or more of the same item)	_____	_____

WORKSHOPS/TRAINING: A complete list of training programs is available from the address below.

Introductory Workshop (including introductory materials) - \$250.00 + travel expenses

DARE to be You 15 hour training for up to 35 trainers - \$750.00 training fee, travel expenses, and materials. A minimum of three manuals is required per training site. Academic credit is available from CSU for an additional fee.

Please return this order form to or contact for further information:

Jan Miller-Heyl, Director, DARE to be You Program

236 Aylesworth Hall, NW
Colorado State University
Fort Collins, CO 80523
(303) 491-6692

or

215 North Linden
Aspen Building, Suite A
Cortez, CO 81321
(303) 565-3606

NAME: _____ TELEPHONE: _____

AGENCY: _____

ADDRESS: _____
(street) (city) (state) (zip)

E-201

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Films/Filmstrips/Slides/Educational Material Available

The following materials are available to borrow through the DARE to be You Office, 116C Vet Science, Colorado State University, Fort Collins, CO 80523, 303-491-6692. Only the cost of shipping will be charged. Please reserve six weeks in advance to insure availability.

- DEALING WITH DECISIONS - 3 parts (sound/slide set)

- Part 1 - Self-Awareness
- Part 2 - Information and Alternatives
- Part 3 - Risks and Pressures

This program is designed to acquaint students with valuable decision-making skills and demonstrate how they can acquire and maintain them. While there is no clear cut access to the "right decision," a foundation of self-awareness, self-integrity, and confidence helps to insure that our decisions are accurately based on our own needs and values.

- THE GENTLE ART OF SAYING NO - 3 parts (sound/slide set)

- Part 1 - A Person Has a Right
- Part 2 - Making It Work
- Part 3 - Handling the Hard Ones

Part 1 establishes the necessity for assertiveness training, the rationale for its practice, and its goal of increased self-respect.

The situations in Part 2 are especially for teenagers: assertiveness with a member of the opposite sex, with a peer group, and with an adult authority. This part spotlights specific techniques for achieving assertiveness.

Part 3 elaborates on techniques for assertiveness: firmness; clear, nonapologetic statements; control of nonverbal behavior; knowing whose problem is whose; rejection of guilt; taking the offensive; accepting compromise.

- THE CLIQUE - by Self-Incorporated (16mm film)

Cliques are an important part of the life of most young teenagers. Sometimes young people are part of a group. Other times, they are excluded. Often they feel that to be "in" is good and to be "out" is bad. It is true that being part of a group provides security. It is also true that being out of a group may give more opportunities for freedom and individuality. On the other hand, there are drawbacks to being both in a group and being independent.

This program and the learning activities that accompany it help students become aware of the need for group membership as well as the need for individuality.

- WHAT'S WRONG WITH JONATHAN? - By Self-Incorporated (16mm film)

Jonathan has been specially honored for his achievements in Boy Scouts, and his parents are very proud of him. But the happy family mood is shattered when they arrive home. In response to his mother's mild suggestion that he go to his room, Jonathan yells, "Get off my back, Mom, just get off my back!" and runs upstairs to his room.

What's wrong with Jonathan? Nothing, really, except that Jonathan has had "one of those days"--an overabundance of the daily pressures that confront every teenager. Among other things, Jonathan had gotten up late, faced a grumpy school bus driver, and had been late for class when his locker combination wouldn't work.

After school, Jonathan's day hadn't been much better. His chores prevented him from going fishing with his buddies, and it had been embarrassing to have to stand up in front of all the people at the Scout meeting. Jonathan had just had a difficult day.

- TURNING OFF: DRUGS AND PEER PRESSURE - by Sunburst Communications - 2 parts (filmstrips/cassettes)

Part 1 - Everybody's Doing It

Part 2 - Standing Up for Yourself

There appears to be little doubt that peer pressure is the major factor in teenage drug use. However, research also indicates that this very pressure can push teenagers to positive discoveries: This is not me, I am not like, these are not my values. Some tools for looking closely at group pressure for drug use and turning away from it to honor personal values are suggested in these filmstrips.

- BECOMING AN ADULT: PSYCHOLOGICAL TASKS OF ADOLESCENCE - by Sunburst Communications - 3 parts (filmstrips/cassettes)

Part 1 - Attaining Sexual Maturity

Part 2 - Developing Independence

Part 3 - Establishing a Personal Identity

This filmstrip series examines three objectives which must be met in order for the child to arrive at a fulfilled, independent, and self-confident adult state. The first of these, ATTAINING SEXUAL MATURITY, is the most obvious because it involves observable physical changes. The other two, DEVELOPING INDEPENDENCE and ESTABLISHING A PERSONAL IDENTITY, are more subtle. There are fewer external indications that they are taking place. Nevertheless, they are equally important. Our society has reached a level too complex to have its sole criterion for adulthood be the ability to reproduce.

Identifying and discussing these objectives will not be just an aid, but a reassuring comfort to young people passing through the difficult period of transition that is adolescence.

- DEVELOPING SOCIAL SKILLS: LEARNING CONVERSATIONAL TECHNIQUES - 4 parts (filmstrips/cassettes)

Part 1 - Testing Your Social Skills
Part 2 - Basic Social Skills
Part 3 - Conversational Skills
Part 4 - Advanced Social Skills

The development of social skills is intimately connected to the growth of self-esteem. Any individuals who are low in self-esteem are also deficient in social skills. Such individuals, if given the proper training, guidance and support, will often find that their self-esteem increases in direct proportion to their skills in social relations. DEVELOPING SOCIAL SKILLS: LEARNING CONVERSATIONAL TECHNIQUES explores the dynamics of interpersonal communication and provides a step-by-step blueprint for anyone wishing to improve skills in this all-important area. Equally suitable for both group and individualized viewing, this program will prove effective for high school students as well as adults, counselors, teachers, and health professionals.

- THE WHOLEMIND WORKS - by Sue Miller (card file of activities and information) Creative ideas for doing it all.

AV MATERIALS ORDER FORM:

NAME: _____ TELEPHONE: _____

AGENCY: _____

ADDRESS: _____
(street) (city) (state) (zip)

DATES NEEDED: from _____ to _____

☐ Dealing with Decisions
☐ The Gentle Art
☐ The Clique
☐ Turning Off

☐ Becoming an Adult
☐ Developing Social Skills
☐ The Wholemind Works

Contact: Judy Collins or Jan Miller-Heyl
236 Aylesworth Hall NW
Colorado State University
Fort Collins, Co. 80523
Telephone: (303) 226-4601

Press Releases

Please add pertinent information of local interest to this basic format.

PARENT-ADULT WORKSHOP I:

The (sponsor's name) will be sponsoring a series of 5 DARE to be You Workshops for parents and adult youth group leaders. The first workshop will be (date), (time), (place).

These workshops will address factors that make young people susceptible to problem behaviors (e.g., alcohol and drug misuse, unwanted teenage pregnancy, etc.). Strategies will be shared to help parents and youth group leaders reduce this susceptibility.

The first workshop will provide an overview of the DARE to be You Program and discuss the development of self-esteem and strategies to enhance this development in young people. (You may also list key leaders.)

PARENT-ADULT WORKSHOP II:

The (sponsor's name) will be sponsoring the second in a series of DARE to be You Workshops for parents and youth group leaders. This program will be held (date), (time), (place).

These workshops will address factors that make young people susceptible to problem behaviors (e.g., alcohol and drug misuse, unwanted teenage pregnancy, etc.). Strategies will be shared to help parents and youth group leaders reduce this susceptibility.

The second workshop will deal with communication skills and specific skills to avoid peer pressure. (You may also list key group leaders.)

PARENT-ADULT WORKSHOP III:

The (sponsor's name) will be sponsoring the third in a series of DARE to be You Workshops for parents and youth group leaders. This program will be held (date), (time), (place).

These workshops will address factors that make young people susceptible to problem behaviors (e.g., alcohol and drug misuse, unwanted teenage pregnancy, etc.). Strategies will be shared to help parents and youth group leaders reduce this susceptibility.

The third workshop will discuss the development of self-responsibility.

PARENT-ADULT WORKSHOP IV:

The (sponsor's name) will be sponsoring the fourth in a series of DARE to be You Workshops for parents and youth group leaders. This program will be held (date), (time), (place).

These workshops will address factors that make young people susceptible to problem behaviors (e.g., alcohol and drug misuse, unwanted teenage

pregnancy, etc.). Strategies will be shared to help parents and youth group leaders reduce this susceptibility.

The fourth workshop will discuss decision-making skills.

PARENT-ADULT WORKSHOP V:

The (sponsor's name) will be sponsoring the fifth in a series of DARE to be You Workshops for parents and youth group leaders. This program will be held (date), (time), (place).

These workshops will address factors that make young people susceptible to problem behaviors (e.g., alcohol and drug misuse, unwanted teenage pregnancy, etc.). Strategies will be shared to help parents and youth group leaders reduce this susceptibility.

The fifth workshop will discuss group leader skills.

TEEN-TRAINER WORKSHOP I:

The (sponsor's name) will be sponsoring a series of DARE to be You Workshops for teen trainers, counselors or other teens interested in working with youth. The first workshop will be held (date), (time), (place).

These workshops will address factors that make young people susceptible to problem behaviors (e.g., alcohol and drug misuse, unwanted teenage pregnancy, etc.). Strategies will be shared to help teen trainers or counselors reduce this susceptibility in younger children.

The first workshop will provide an overview of the DARE to be You Program and discuss the development of self-esteem and strategies to enhance this development in young people. (You may also list key leaders.)

TEEN-TRAINER WORKSHOP II:

The (sponsor's name) will be sponsoring the second in a series of DARE to be You Workshops for teen trainers, counselors or other teens interested in working with youth. This program will be held (date), (time), (place).

These workshops will address factors that make young people susceptible to problem behaviors (e.g., alcohol and drug misuse, unwanted teenage pregnancy, etc.). Strategies will be shared to help teen trainers or counselors reduce this susceptibility in younger children.

The second workshop will deal with communication skills and specific skills to avoid peer pressure. (You may also list key group leaders.)

TEEN-TRAINER WORKSHOP III:

The (sponsor's name) will be sponsoring the third in a series of DARE to be You Workshops for teen trainers, counselors or other teens interested in working with youth. This program will be held (date), (time), (place).

These workshops will address factors that make young people susceptible to problem behaviors (e.g., alcohol and drug misuse, unwanted teenage pregnancy, etc.). Strategies will be shared to help teen trainers or counselors reduce this susceptibility in younger children.

The third workshop will discuss the development of self-responsibility.

TEEN-TRAINER WORKSHOP IV:

The (sponsor's name) will be sponsoring the fourth in a series of DARE to be You Workshops for teen trainers, counselors or other teens interested in working with youth. This program will be held (date), (time), (place).

These workshops will address factors that make young people susceptible to problem behaviors (e.g., alcohol and drug misuse, unwanted teenage pregnancy, etc.). Strategies will be shared to help teen trainers or counselors reduce this susceptibility in younger children.

The fourth workshop will discuss decision-making skills.

Invitation

A PROGRAM FOR YOUNG PEOPLE

DARE to be You provides a tool for communities interested in reducing problem behaviors in their youth (e.g., alcohol and drug misuse, early tobacco use, teenage pregnancy, etc.). Participants are provided with formats, materials, and basic training to then use the DARE Program with youth and parent organizations.

DARE focuses on social factors that have been proven to positively affect problem behaviors:

- skills to resist or avoid peer pressure
- decision-making
- communication skills (e.g., listening and assertiveness)
- increased self-esteem and self-responsibility
- family support systems and role model awareness

To be effective, such skill development must begin before the ages of 13 and 14 when the greatest pressure for problem behavior occurs. Thus, the ideal target group is 8-12 year old youth. However, the activities and strategies can and should be used with all ages.

AND THE PROGRAM WORKS

For the first two years the program was carried out in Weld County, Colorado, the "demonstration site." The success of the program was clearly documented. Evaluation showed increases in self-responsibility, assertiveness, and decision-making skills in youth in the "experimental group" both over time and in comparison to the group which had no program, the "control group."

Baseline and followup surveys showed that the DARE Program also had an impact on alcohol and tobacco use. In comparing the experimental and control groups before and after the 18 month project, 15% fewer young people in the experimental group began to use alcohol.

THE PHASES OF DARE

Series of workshops are designed to reach parents, group leaders, and teens that have a high impact on 8-12 year olds. By attending the workshops, these "significant others" increase their decision-making and communication skills, as well as their understanding of the development of self-esteem and self-responsibility. Activity manuals and experience with a variety of activities are provided through workshops for leaders.

Participants of the workshops can then provide activities to 8-12 year old youth (or older) in their youth group setting. By using activities with the youth groups, decision-making and communication skills and the development of self-esteem and self-responsibility are reinforced.

Community members who have shown an interest in youth and have expertise to carry out some aspect of the program are being invited to participate in the team training. An ideal community team will include representatives from diverse community groups and agencies, health care providers, church and school groups, 4-H and scouting groups.

Resources for Current Statistics and Research, AV Materials, Posters, Pamphlets

National Clearinghouse for Drug Abuse Information
Room 10-A-56
5600 Fishers Lane
Rockville, MD 20857

Write for listing of pertinent documents. Many are free.

U.S. Department of Health and Human Services, Public Health Services
Office of Smoking and Health
Rockville, MD 20857

Write for listing of publications. Many are free.

Colorado State Health Department
4210 East 11th Avenue
Denver, CO 80220

- Film Library
Small fee.
Order their film catalog through the Health Promotion and Education Section.
- Resources Directory
Free.
Order from the Health Promotion and Education Section.
- Alcohol and Drug Abuse Division
for films, posters, fliers.

Modern Talking Picture Service
5000 Park Street North
St. Petersburg, FL 33709

Provides free loan films for consumer groups, service clubs, church groups, and professional groups.

Public Affairs Pamphlets
381 Park Avenue South
New York, NY 10016

Order list of pamphlets available.

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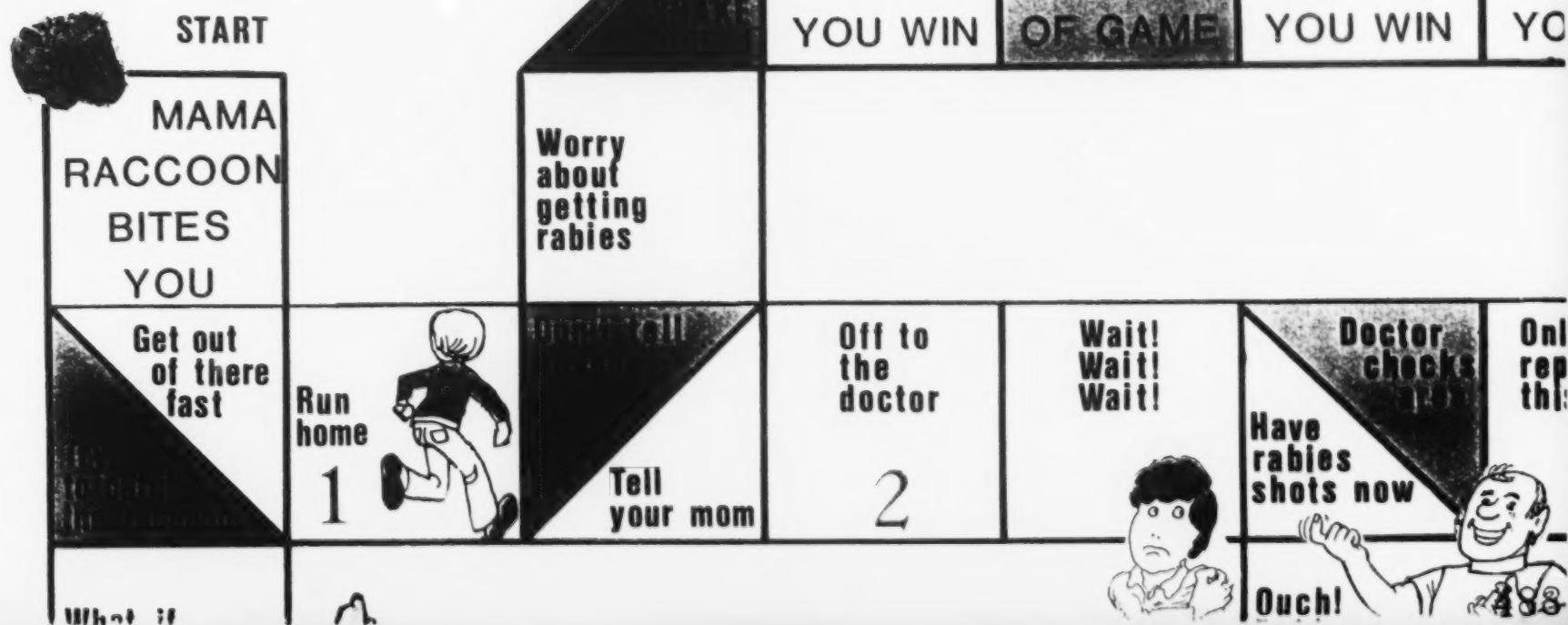
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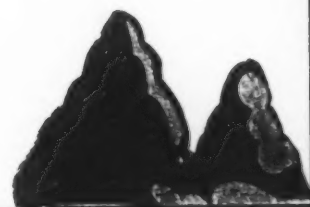
THE BITE





You are OK		You are OK
U WIN		YOU WIN

You are OK
YOU WIN
You are OK
YOU WIN
OUT OF GAME



by 1 case orted s month	Do not have shots		You are OK	You are OK	You are OK
			YOU WIN	YOU WIN	YOU WIN

Mr. Crotchety catches you?

Mama Raccoon runs to Mr. Crotchety's house

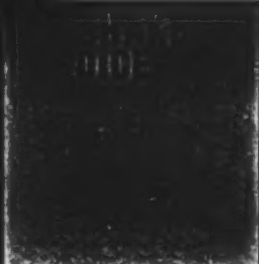


naives shots are painful

YO
YO

You follow raccoon
You leave

Raccoon hides under Mr. Crotchety's porch



You and the raccoon get away
GO BACK TO SQUARE 1

You catch the raccoon
YOU WIN

Mr. Crotchety catches you!
LOSE 1 TURN GO TO START

YO the rac
YO

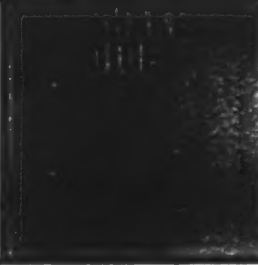
Run home



Tell the whole story
Only

Notify Public Health Dept.

Police try to capture raccoon



Police capture raccoon
YOU WIN

Mr. Crotchety catches you!
LOSE 2 TURNS GO TO START

YO ca ra
YO

Go to square 2

U WIN

DO NOT
REPLY
TO
THIS
ADVERTISEMENT
IF YOU
ARE
NOT
INTERESTED
IN
THE
OFFER

**You are
OK**

YOU WIN

**You are
OK**

YOU WIN

**You are
OK**

YOU WIN

**You are
OK**

YOU WIN

**catch
coon**

YOU WIN

**DOSE IT UP
GO TO START**

You catch the raccoon

YOU WIN

**ice
ture
coon**

YOU WIN

Police don't capture raccoon

GO TO 2

Police capture raccoon

YOU WIN

Police capture raccoon

YOU WIN

